

CHILDHOOD EDUCATION

Published by the

ASSOCIATION FOR CHILDHOOD EDUCATION

1918 HARFORD AVENUE

BALTIMORE, MD.

and

1201 SIXTEENTH STREET, N. W.

WASHINGTON, D. C.



Vol. VII

MARCH, 1931

No. 7

Table of Contents

ACHIEVEMENT IN COUNTING BY CHILDREN. <i>Clifford Woody</i>	339
WHAT PROJECTS DO FOR CHILDREN. <i>Eleanor Troxell</i>	346
THE PIPE ORGAN. <i>Alice Rowland</i>	349
RELATIONS BETWEEN KINDERGARTENS AND NURSERY SCHOOLS. <i>Katharine B. Greene</i>	352
BOAT INTEREST—THE GOLDEN STATE. <i>Sydney Higgins</i>	356
THE STUDY OF PRESENT DAY PROBLEMS OF YOUNGER CHILDREN IN THE DEMONSTRATION SCHOOL. <i>Helen M. Reynold and Janet Dewhurst</i>	360
READING: A LETTER TO PARENTS. <i>Marjorie Hardy</i>	365
BIBLIOGRAPHY ON PLAY	367
THE PUPPETS DID COME TO LIFE. <i>Helen Lawrence Martin</i>	371
BOROUGH PLAN IN GREATER CLEVELAND	375
BOOK REVIEWS. <i>Alice Temple</i>	378
AMONG THE MAGAZINES. <i>Ella Ruth Boyce</i>	382
RESEARCH ABSTRACTS. <i>Elizabeth Moore Manwell</i>	385



Balloons

The wind is whistling lively tunes
And tugging at the gay balloons;
Sooner or later, big and bright,
They'll all be journeying out of sight.

The wind is whistling crazy tunes
And snatching at the light balloons;
He'll toss them high and far. But one
Is coming back to be my own!

CHILDHOOD EDUCATION

For the Advancement of Nursery—Kindergarten—Primary Education

Vol. VII

MARCH, 1931

No. 7

Achievement in Counting by Children in the Primary Grades

CLIFFORD WOODY

Professor of Education, University of Michigan

Purpose of Report

THE purpose of the present discussion is to present some facts concerning the achievement of children in the Kindergarten and in Grades I, II, and III on a series of exercises involving various types of counting responses, to describe a few of the counting reactions, and to exhibit a few facts concerning the training in counting which some of these children had received in the home.¹ The data presented in this report were collected from three sources: the responses made by the children to a series of exercises embodied in an interview test administered individually to the children, the interviewer's written record of the child's behavior while responding to the exercises of the test, and the responses made by parents concerning their efforts in teaching counting in connection with the play and work activities of the children in the home.

¹The data presented in this report constitute but a small portion of those collected in a rather extensive investigation conducted for the purpose of determining the knowledge of arithmetic possessed by children at the time formal study of the subject is undertaken.

Source of Data

The data presented in this report were gathered from thirty-nine different school systems widely scattered throughout the United States. In ten of the larger cities, over one-hundred pupils were interviewed but in most of the cities the number of pupils was considerably less than a hundred. In all of the cities, except one, the teachers cooperating in the investigation were asked to interview but six pupils selected in random fashion from those who had made regular promotions and who had all of their training in a given school system. In one city of approximately 30,000 population all children in Grade IA were interviewed. In this city the children in the Kindergarten and a few children in the other grades under consideration were also interviewed, even though arithmetic is formally introduced in Grade IIB. In all cities, except the one just mentioned, the classroom teachers themselves interviewed the children; in this one city three specially trained teachers were largely responsible for collecting the information from the children.

Almost all interviews with the children were held during the last week of May or the first week of June, 1929, although in one or two cities the tests were not administered until the beginning of the first semester of the new school year. Thus it is evident that the tests were administered after the children had been exposed to the influence of the school for a given number of semesters. However, it should be pointed out that the directions for administering the tests asked that all cities participating in the investigation give the tests in those grades just previous to the one in which formal instruction within the system is introduced. Thus it should be pointed out that the results presented in this report represent the responses of children in the enumerated grades just previous to the time at which formal instruction in arithmetic is introduced. The results do not represent the responses of all within the various grades in the different cities, but rather the responses of the children in the various grades of the different cities classified according to the grades in which formal instruction in arithmetic is introduced.

According to the letter of transmittal to the superintendents asking cooperation in the investigation and the instructions in the *Teacher's Manual*, the time of beginning formal instruction was designated as the time at which a definite period in the teaching schedule is set aside for presenting facts and concepts according to a definitely systematized plan. It was made clear in these documents that formal instruction does not refer to the incidental instruction which is given in response to the number-needs of situations arising in connection with the ordinary routine of the class room. It was emphasized that formal instruction means systematized instruction, but that it does not necessitate the use of a textbook. Thus it may be stated that the facts given represent the amount of knowledge which the children have gained from the incidental instruction given in the school and from the

training in counting which they have received in their play and work activities in their out-of-school activities.

The general directions given the teacher for interviewing the pupils concerning their achievement in counting were as follows: "Have the pupil count by 1's; later by 10's, 2's, and 3's; and then backward by 2's and 3's. In each of these counting exercises use the following formula of directions: Say to the pupil: 'Begin counting 1, 2, 3, and go as far as you can or until I stop you.' In using this formula do not indicate more than three steps in any counting exercise. Give the pupil one trial on each of the counting exercises and do not record him as being able to do any exercise on which he has to correct himself more than three times in the trial given him." The directions for the exercise involving counting by enumeration were similar to those for counting by rote, except that the child had to point to the circles as he counted. It should be pointed out that in these directions there is no time pressure and there is no provision for the interviewer to aid the child after he is once started on a given task. The interviewer's task is to set the situation, and to record whether the child responded correctly to the situation set and any observations concerning the method employed during his process of making responses.

Results

Children's Responses to Exercises in Counting. Table I presents the extent to which the children in the Kindergarten to Grade IIA, inclusive, could count. When it is recalled that the interviewing in all grades, except the Kindergarten, was in those grades just previous to the one in which formal instruction in arithmetic is begun, it is evident from the number of children involved that the most common practice is to introduce formal instruction at the beginning of Grade IIB. However, the evidence indicates that the next most common practice is to begin formal instruction in the second semester of Grade

I. The third most common practice is to postpone such instruction till the beginning of Grade III. While the mere number of pupils reported in this table might not in itself indicate the trends of practice, it may be added that the facts obtained from the interview blanks substantiate the tendencies just enumerated.

The main interest in this discussion does not lie in the time at which formal instruction in arithmetic is begun, but rather in the amount of skill in counting manifested by the children in the various grades at the time when such instruction is introduced. Even though teachers in the Kindergarten protest at the idea of teaching the children in that grade to count, the fact remains that approximately three-fourths of the children interviewed could point in proper order as they counted the twenty circles in the exercise given them.

the Kindergarten; almost one-half of those in Grade IB, approximately two-thirds in Grade IA, approximately three fourths in Grade IIB, and over nine-tenths in Grade IIA can count to 100 by 10's. Approximately the same proportion of children in the different grades can count to 100 by 1's. The percentages of the children responding correctly to the other exercises involving counting, are relatively much smaller, yet a small percentage of children in each grade respond correctly and the percentage of correct responses increases from grade to grade.

To the writer the facts as presented in this table seem to point to four outstanding conclusions: (1) that the children have considerable knowledge of counting even though formal instruction in such exercises has not begun; (2) that usually the percentage of correct responses to the

TABLE I
PERCENTAGE OF CORRECT RESPONSES GIVEN TO EACH COUNTING EXERCISE BY THE
CHILDREN IN THE PRIMARY GRADES

EXERCISE	GRADE				
	Kindergarten	IB	IA	IIB	IIA
1. Rote counting to 100 by 1's	26	38	66	76	94
2. Rote counting to 100 by 10's	32	46	69	76	93
3. Rote counting to 30 by 2's	7	14	34	28	68
4. Rote counting to 30 by 3's	3	2	9	11	16
5. Rote counting backward from 20 by 2's	4	3	12	12	35
6. Counting 20 circles and pointing order while counting	71	79	93	98	97
Number of Children	94	604	1897	80	238

The children in the Kindergarten counted almost as well as those in Grade IB. By the end of Grade IA ninety-three per cent of the children performed this task successfully; by the end of Grade IIB, all except two or three per cent of the children have mastered this aspect of counting. Almost one-third of the children in

different exercises increases from grade to grade; (3) that the exercises which involve counting the twenty circles and pointing to them in order proved to be much easier than those involving rote counting to 100 by 1's; (4) that the exercises involving rote counting to 100 by 10's, proved to be easier than that involv-

ing rote counting to 100 by 1's. The significance of the first and second conclusions is evident when considered in the light of the objectives to be realized during the first year in which formal instruction in the subject is introduced. Naturally the objectives to be realized during the first year of formal instruction vary according to the year in which such instruction is begun, but the fact remains that the results obtained from the interview blanks suggest that many of the children are able to give correct responses even before the time for teaching such exercises. This fact suggests the desirability of giving extended inventory tests involving many types of counting exercises at the time of introducing formal exercises involving counting. Additional comment will be made on this point in the next section dealing with the observation of the children's behavior in making responses to the exercises.

The first two conclusions may have a different type of significance when considered from the point of view of increased percentage of correct responses from grade to grade. When one recalls that formal instruction has not been introduced in any of these grades, he has a right to ask the cause of this continued increase in the percentage of correct responses from grade to grade. Has it resulted from the children's incidental experiences, from the incidental teaching arising in connection with the routine of school affairs, from instruction received at home, or from the general maturity of the children? Since formal instruction has not yet begun, can the school assume any responsibility for this increase in the responses manifested? Further, if children make designated increases in the percentage of correct responses without formal instruction, does one not have the right to question the wisdom of beginning such formal instruction during the period in which such improvement is being made through incidental instruction?

The third and fourth conclusions, i. e.,

those referring to the difficulty of the exercises, are significant in that they may throw some light on the psychology of arithmetic. A child may often count by rote and yet not be able to count and identify different objects as he counts. Many children can count by rote to ten or even to twenty and yet cannot count five pencils if they must point to them in order as they count. However, that exercise which involved counting and pointing to twenty given circles was responded to correctly by a greater percentage of the children in the different grades than any other exercise. In the Kindergarten three times and in Grade IB two times as many children responded correctly to this exercise as to that involving rote counting to 100 by 1's. Further investigation is needed to determine whether the intrinsic difficulty in the exercises lies in the counting itself or in the extent of the practice necessary to give the child command over both counting and enumeration. Similar types of investigation need to be made to explain the greater percentage of correct responses to rote counting to a hundred by 10's than by 1's. Presumably a child learns to count by 1's and counting by 10's is a later stage of development, but the results of the interviews suggest that counting by 10's is somewhat easier than counting by 1's. Surely the child's need for counting by 1's is more frequent than by 10's, but possibly he has no need for counting above twenty-five or thirty and limits his practice to counting involving the lower decades. It may be possible that the rhythm of counting by 10's is so much greater than that of counting by 1's that the former task is more easily mastered. Whatever be the cause, the problem raised is worthy of further investigation and should challenge the attention of primary teachers.

Observations made during responses by the children. The facts presented in the previous section represent the final most spones made by the children, but it sh in- be pointed out that these responses Grade

not be taken at one-hundred per cent face value. In many cases the record finally given to a child was indicative of his real achievements, but in other cases it was a poor indication of ability. Some children counted accurately, rapidly, and with assurance. These children often had greater knowledge of counting than called for by the exercises. A few children offered to count to more than "100" as indicated on the interview blank. Twenty-eight children offered to count to 100 by 5's after responding to the exercise involving rote counting to 100 by 10's. One child when asked to count backward from 20 by 2's said, "This is the way I do it" and started backward by 1's. He was not able to count backward by 2's but he could do a task not indicated on the interview blank.

The records for the type of responses just enumerated probably represent fair estimates of the ability of the children to count, even though there were indications that the children had even greater ability than shown by the records. However, the records attained by many children were not fair indications of ability. Many children even though finally succeeding in the task assigned showed clearly that they had not mastered it. Many of these children, while finally being recorded with correct responses, counted slowly, in unrhythmical fashion, with frequent repetition of numbers, or with frequent pauses for encouragement. Some children would count rapidly to 20 or 30 or even 40 and then pause; after encouragement they would continue for a time and pause again. In due time and after encouragement, they would finally reach the goal, but no one can say that merely attaining the goal is a true indication of ability in counting.

Two children responded correctly in rote counting to 100 by 10's and counting to 30 by 2's or 3's, but at the same time repeated the intervening numbers to themselves in an audible whisper. The responses made were accurate but slow and involved a method which indicated a lack of mastery. Other illustrations could be

cited, but the number given seems sufficient to show that the method of arriving at a goal in counting must be taken into consideration in interpreting the significance of the final record given. Many children achieved the goal in counting set, but it would be folly to argue that such attainment suggested mastery of the processes involved.

The nature of the responses of some of the children to the counting situations is illuminating in that the nature of the difficulties encountered is portrayed. Some children have difficulty with the proper sequence of given numbers. One child in counting always omitted "13"; other children always omitted "20"; another child always jumped from "17" to "22". With the exception of these peculiarities, these children counted very well. The responses of some children suggested that the children had difficulty in mastering the sequences of the higher decades. One child counted correctly to "89," jumped back to "40," and continued in proper fashion; another counted to "48," jumped to "80," and continued; another counted to "39," jumped to "90," and continued to "100." The difficulty involved in these counting responses may have been due to lack of understanding the meaning of the higher decades or possibly to forgetting the number counted. The cause of jumping from "48" to "80" and "39" to "90" may have been due to the overpotency of the "8" and "9" in saying "48" and "49." It is possible also that the children in learning to count learned the different names for the different numbers and without sufficient experience in counting to master the idea of proper sequence were applying the names in a hit-and-miss fashion. While the enumerated tendencies were more pronounced among the children who did not succeed in the counting exercises, these same tendencies were often manifested in the responses of those who finally responded correctly.

From the notations made by the teachers making the interview, some explana-

tion of the pupil's achievement in counting is evident. Twenty-four children stated that father or mother taught them to count; 10 pupils, that brother taught them; 3 pupils, that they learned while playing school; 1 pupil, that grandfather taught him. One pupil in Grade IA said that he learned to count in Grade IB; another, that he learned to count by 10's in playing "hide and seek." One teacher, who interviewed several children in Grade IA, explained their high achievement from the fact that they sat in the same room as Grade IIB in which counting was stressed. No effort was made to ascertain from the teachers the extent to which incidental teaching of counting had been stressed, but it had undoubtedly had some influence.

the children in Grade IA in one of the school systems to find out whether the children were receiving home instruction in counting and something of the nature of the instruction given. The inquiry blank was submitted to parents of 178 pupils, from which 164 replies were received. The facts obtained from this inquiry blank are presented in Table II.

The facts presented are interesting and illuminating in that they show that almost all of the parents were giving home instruction in counting. Fifty-four per cent of the parents were teaching the children to count by rote to 100; 9 per cent, to count to 50; 8 per cent, to count by rote above 100; 4 per cent indicated that they were teaching their children to count by rote to 1000. Only 2 per cent of all the

TABLE II

PERCENTAGE OF PARENTS REPORTING THE VARIOUS LIMITS OF ROTE COUNTING IN THE HOME INSTRUCTION GIVEN THE CHILDREN IN GRADE IA IN THE DIFFERENT BUILDINGS OF A GIVEN SCHOOL SYSTEM.

UPPER LIMIT OF TEACHING EFFORT	BUILDING							Total
	I	II	III	IV	V	VI	VII	
1000	5	—	—	—	—	8	8	4
500	—	7	—	4	—	—	—	2
200	—	7	—	—	—	8	—	2
100	68	48	46	50	60	46	59	54
50	5	11	23	12	10	12	—	2
20	—	4	15	8	5	—	3	4
10	—	4	—	—	—	4	—	1
Limit not Specified	—	7	—	12	15	12	3	7
No Effort	5	—	—	4	—	—	3	2
Number Replying	19	27	13	24	20	24	37	164
Number Not Replying	16	11	15	8	10	8	24	14

Home instruction given in counting. Since the children interviewed showed considerable ability in counting, even though they had received no formal instruction in arithmetic, an inquiry blank was submitted through the Parent-Teacher Association to all of the parents of

parents indicated that they were not teaching their children to count. Another interesting fact manifested by the table indicates that the parents of the children in the different schools were emphasizing home instruction in counting in approximately the same amount, even though

there is great variation in the social environment surrounding the schools. Whether this tendency would prevail in all communities is unknown, but it suggests that parents in general may make efforts to give their children practice in rote counting. However, the practice given is not merely in rote counting. Seventy-eight per cent of the parents reported giving the children practice in counting knives, forks, apples, oranges, marbles, pennies, etc. Twenty-one per cent of the parents reported that they had observed older children trying to teach the younger children in Grade IA the simple processes in arithmetic. Of these 21 per cent, 10 per cent stated that this activity had taken place while the children were playing school. Eighteen per cent of the parents reported sending the children to the store, having the children set the table or engage in other activities which involved the necessity for counting. Approximately 50 per cent of the parents reported that their children played such games as dominoes, ring toss, horseshoes, jacks, tiddly-winks, etc., which caused the child to

count and to master the other simple aspects of arithmetic.

Conclusions

From this study ⁺three outstanding conclusions are warranted: (1) that the children possess much ability in counting even before the time of beginning formal instruction in arithmetic; (2) that extended inventory tests designed not only for throwing light on goals of achievement, but also on the method employed in attaining a goal to be given before the beginning of formal instruction are necessary if the instruction is to be adapted to the needs of the individual child; (3) that the method of attaining a solution must be taken into consideration in interpreting the significance of a given attainment; (4) that home instruction, children's activities in their work and play, and incidental instruction in arithmetic provide situations and experiences for the children which make it natural and almost imperative for them to learn to count even though formal practice is not emphasized in school.

"So plump, so fair and so furry,
With coats of the softest silk,
They peep from their tiny brown blankets,
My pussies that never want milk.

"I fondle and stroke and caress them,
Or playfully give them a squeeze,
They never will scratch or be naughty,
These pets of purest Maltese.

"I love them, indeed who could help it?
You ask if I call each by name?
Ah! No—They are numbered by thousands,
My pussies the willow buds claim."

What Projects Do for Children

ELEANOR TROXELL

Supervisor of Early Elementary Grades, Kalamazoo, Michigan

IT is well in presenting this subject, to define, first, what is meant by the term *project*. A project is often understood as something to be made. This is a narrow conception of the term. Dr. Kilpatrick, on pages 347-357 in his *Foundations of Method* gives four types of projects:

The Producer's Project

In this project, the purpose is to produce, to do something, to make something. Children constructing a boat are engaged in a producer's project.

The Consumers' Project

In this project, the purpose is to consume or take in. A group of children enjoying an Assembly period, a play, a movie, are engaged in consumers' projects.

The Problem Project

This project is wholly concerned with solving problems. A child wants trees for his farm. He cannot make them stand up. His whole purpose is to find a way to make the trees stand.

Specific Learning Project or Drill

The purpose in this project is to learn something well enough to use it with ease. A child wanted to be storekeeper. The group would not allow him to do this because he was too slow in counting change, or adding items of expense. The child worked until he made himself proficient.

From the foregoing description of these four types of projects, it is clear that their distinguished characteristic is purpose—definite purpose, and the desire and means to carry it out.

The rich life is the life which has progressed through the urge of impelling purposes. Until recent years we have thought little of the necessity for giving

children impelling purposes. We associated purposes with adult life. We thought child life was only a preparation for, a vestibule to, adult life. A great educator says, "Childhood is but one room in the mansion of life." If that room is to be as inviting, as rich, as beautiful, as useful as the other rooms of the mansion we must recognize its importance, and provide for its furnishing.

We must recognize that impelling purposes are quite as important for childhood as for adulthood. Purposes in adulthood imply goals and materials by which these goals are reached. Bricks, wood, iron and so forth are the materials by which the architect realizes his goals. Seeds, plants and earth are the materials by which the gardener realizes his goals. It is quite as important that the child, too, have materials by which he may realize goals. Toys, tools, wood, and so forth are such materials.

They are materials which he understands. They help him to reach goals which he understands. They furnish the beginning point of his education because they are child materials, which aid him in reaching child goals.

What are some of the goals of the child? Are they not similar to those of the adult in kind, if not in degree? Does he not plan cities, build houses and bridges? Is he not storekeeper, postman, father, mother? Does not he listen to music, to stories, attend plays, and even create these things himself? Should he not have the opportunity to do so in order that his life may be as rich as that of the adult?

The open way is through the project, through the setting of situations which stimulate purposeful activities. Excur-

sions to grocery stores arouse a desire to play store; going to the Post Office to mail a letter to an absent child arouses a desire to have a Post Office and be Postman. Blocks, wood, tools and so forth furnish the materials to carry out these purposes. The purposes are as wide as life itself. One group, at the time a neighborhood church was dedicated, built with blocks the interior of a church, having in it each morning the most reverent service, with songs from their own Sunday Schools and sermons of their own making. Another group had a toy shop with cash register, balance books, bills, and all sorts of toys and picture books made by themselves. Still another group built a boat, with salons, cabins, deck chairs, and even life boats, and fire extinguishers.

"But," you may say, "These are all producers' projects. In these there is making only." Let us examine the boat project. In the beginning it was a producer's project. The children's sole purpose was to produce a boat large enough to ride in. But as the teacher led them further and further into information concerning boats, as their ideas extended and broadened, other projects developed. A group of boys produced a movie about different kinds of boats which was pre-

sented to the passengers (a consumer's project to the audience); another group organized a band among the crew and had a band concert, making their own instruments; a group of girls gave rhythms and dances on deck. A number of children sat on deck and read (a consumer's project).

Many problem projects were present in

this large producer's project—How to make a wheel which the captain could turn? How to make a movie which would turn fast enough to hold the attention of the audience? How to make book shelves strong enough to hold all the ship's books.

The drill project came in a number of times:—Learning a vocabulary necessary on the boat. (Printing the names of the officers and crew on their caps. Writing letters home. Writing the log. Sending wireless messages. Reading well enough to be the "Talkie" in the movies, or sitting on deck to read. Learning signals).



The Pipe Organ

As many kinds of projects occurred in the church unit. This unit, too, began as a producer's project. The purpose was to make an organ to play on. Other producer's projects evolved from this one—building a house for the organ (the church), making stained glass windows, making a place in which to put hymn numbers for the day.

There was the large consumer's project for the congregation—attending and listening to the church service.

Many problem projects arose—How to make the pipes and stops for the organ; how to make the music real; how to make and arrange the pews; how to make stained glass windows.

The specific learning projects were many—To read well enough to conduct the service, to write well enough to send invitations to others, to count well enough to count the collection, to sing well enough to sing the solo.

This church unit was so valuable from all standpoints that it is given in full at the end of this paper.

Let us now consider some of the values accruing to children through such activities as have been described. It is often said that this is all mere play. No greater benefit is derived from this than through children's play at home, and school time is thus wasted. But a great deal more benefit is derived. A teacher can guide children much more efficiently than a busy mother with other small children about her, and her household duties to perform. Then, too, there is not the same large social situation there. With this kind of wise guidance, children become much more organized in their thinking, their information is enriched, their curiosity is aroused. Children carrying on the boat project learned the duties of different members of the crew; what was done in case of emergency; saluting other boats at sea; kinds of rooms in the boat; etiquette in the dining salon; amusements on the boat, and many more facts which came through questions and through their own reading.

Children engaged in the church project learned about the stained glass windows; why churches are built as they are; why pipes are necessary in the organ; what study is necessary to become a minister; etiquette in church.

Through such activities, children's curi-

osity is aroused, ideas broaden. One child remarked, "I did not know there were so many kinds of work for people to do." As ideas broaden, language, too, is broadened, expression is enriched and perfected, happy emotions are aroused.

Some new words added to the vocabulary in the boat play were, cabin, salon, bi-focles, steward; in the church unit, nave, aisles, pews, stained glass, processional, recessional, choir.

Community thinking and responsibility is developed, a more tolerant attitude toward one another, a respect for one another's opinions. One child questioned another; "What do you get off onto when you get off of this boat?" "Oh," said the other, "I guess you'd have to step into the water." "You need a gangplank and a dock," said the first child. Then he explained what these were, and helped the child make them.

Projects render a personal service to the child, himself. His ambitions are stimulated and directed. "I wish I could be a captain of a boat," said one child. "Why not have a boat and be a captain," said the teacher. By becoming a captain, confidence was increased, satisfaction in achievement was present, and this child learned some of the qualities of leadership—tolerance, leading instead of bossing, fair play, cooperation, initiative in carrying an idea further.

Many times ideals are awakened. A child found that she could occupy no important position on the boat if she cried every time she was hurt. She learned to keep her hurts to herself and to enter into the group play confident and unselfconscious.

The children in the church project grew in respect for the church, in reverence toward the service, in desire to know more about church music, Bible stories.

The value in the project is not as someone has said, "in making work easy, but in furnishing that inward drive or purpose in children which will push forward to a desired and expected end even under

difficulties." To achieve this, the work a child does must be a part of his own life, and he must see its human connections. The boat is one of our human means of getting about, of carrying freight, of bringing freight from other countries, of helping people to meet other people, of seeing other countries. The children learn respect for the crew and other workers on the boat. The church is one of the human means for worship. The child feels its influence.

The enthusiasm, the purpose, and the responsibility, the initiative, the judgment, the independence, cooperation and self-control gained through the project is its justification.

One of our educators tells us; "The school must become the practice community, where justice and consideration, self-reliance and true responsibility—even democracy itself—are built into the character of the children."

A Unit of Work--The Pipe Organ

ALICE ROWLAND

Second Grade Teacher, Kalamazoo, Michigan

Child's Objective—To make a pipe organ for church services.

Child—(day following a church organ dedication) "May we build a pipe organ?"

Teacher—"How are you going to build it?"

Child—"We can build it with these large floor blocks."

Teacher—"How will you make the music?"

Child—"Oh, that is easy, we have thought that all out. We can have some one sit behind your desk and play a mouth organ."

Teacher—"Would you like to talk it over with the group?"

Activities

Plans—The group decided to choose some members to build the church and others to build the organ.

Large blocks were used to mark off floor space for church—and the organ was built at one end of this space.

Cooperation among different groups was noted in the fact that one group donated large sheets of colorful wall paper which made very fine stained

glass church windows at either side of the organ.

The floor blocks were used in building up the sides and manuals of the organ.

Large sheets of drawing paper were rolled into different lengths for pipes.

White and black construction paper was used for the stops and keys.

Excursions—We took a trip to one of the large churches where a musician showed us the pipe organ construction and explained to the group how it was electrically controlled.

The keys were counted and measured, and construction of the key board noted. Pedals were counted and placement noted; the stops were also counted.

The next day, after a conference, a second and more successful attempt was made at building the organ.

A new group was chosen to build the three manuals while others were busy with white and black paper making the stops, and key boards.

People were chosen to carry on services. The official titles and duties of each were discussed.

The choir consisted of a double quartet.

Two organists were chosen, one for the pipe organ and the other to play the mouth organ.

There was a soloist, also a choir leader.

Other participants were minister, ushers, janitor, and clerk. The other members of the group comprised the congregation.

The janitor arranged the chairs every morning to resemble a church auditorium by leaving a middle and two side aisles.

Order of Service—This was arranged and written by the group to be passed out by the ushers.

congregation say the "Lord's Prayer."

Choir sing, "Oh, Come All Ye Faithful."

The collection taken by ushers (toy money used).

Solo—"The Bible" by Helen.

Congregation repeat—First Psalm.

A Bible Story—Minister.

Prayer.

Choir march out singing—"Onward Christian Soldiers."

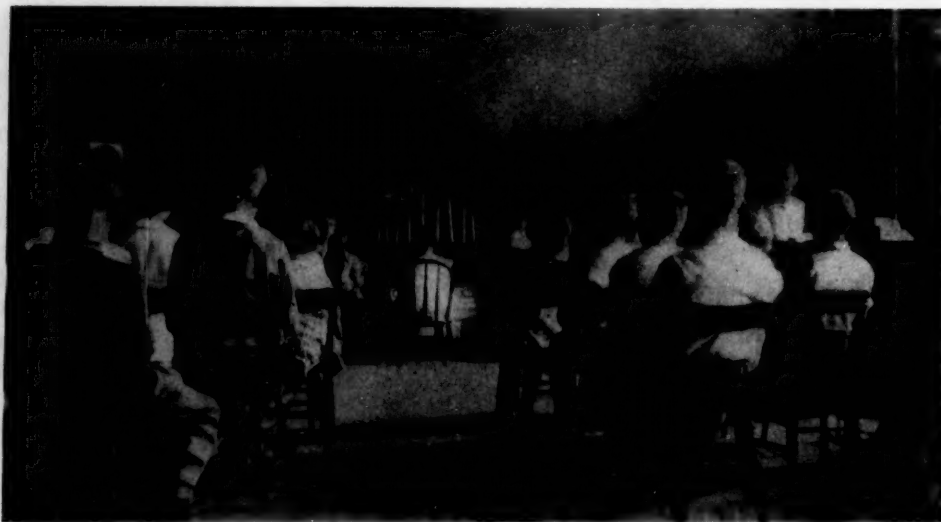
Outcomes—Reverence was noticeable.

Joy in service and genuine emotion was shown.

Leadership in taking turns in carrying on the service.

Becoming good listeners.

Gain in vocabulary.



The Church Service

Choir, march, singing

"Holy, holy, holy"

Congregation rise and sing—"Jesus Loves Me."

Congregation repeat the twenty-third Psalm.

Duet—by Homer and Norman

Congregation repeat the one hundredth Psalm, followed by a chant, "Enter into His Gates."

Heads bowed and eyes closed while

Use in technique for a purpose.

Opportunity for—reading, good singing tones, good voice for reading, playing of mouth organ, counting (collection).

Originality.

Many chances for deep thought.

Much knowledge of a community interest.

A high purpose.

(One little boy had never been in

a church until we went to observe the organ.)

Much experience in reading material not found in text books.

All working for a common interest.

Music—New songs learned.

Songs used in church and Sunday School used in this interest.

The terms learned and used correctly solo, soloist, duet, trio, quartet, organist, voluntary, hymns and hymnals.

How to follow music in song books.

Art—Church plans were pictures of exterior and interior of church drawn.

A profitable picture study developed from a need for decoration of the church.

Nature Study—Flowers brought for decorations—names were readily learned by group.

The children noticed a robin that came to church every morning and perched on a wire just outside our windows. From this interest a wholesome bird study developed.

Reading—Reading to gain knowledge.

For entertainment and for pleasure, such as little stories, papers, hymns. Bible stories, replies to invitations and announcements.

Spelling—Many words learned because the need arose for writing invitations and announcements.

Arithmetic—Experience in numbers gained through seating of church, selecting participants, counting and adding the collection, reading of the calendar for dates in writing the bulletins.

Language—Much knowledge of letter writing gained in writing to parents, principal and supervisor.

Correct letter forms learned.

Invitations sent to different groups to join us in morning services.

Very much gain in penmanship.

Different forms in writing announcements learned.

A prayer was formed and used just before the last song.

The Prayer—"Dear Father in heaven, we thank thee for the sunshine and the rain and for all good things we receive. We thank thee for the little birds in their nests, that sing to make us happy—God bless all the little boys and girls everywhere and help to make them happy.

God bless our teachers, and parents.
Amen.

Citizenship—Opportunity for correct forms in church etiquette such as being on time, friendly attitude toward each other, waiting ones turn, correct manners in coming to and going from church,—and creating a quiet calm spirit during the entire service.

THE DAY BEFORE APRIL

The day before April,
Alone, alone,
I walked in the woods
And sat on a stone.

I sat on a broad stone
And sang to the birds
The tune was God's making,
But I made the words.

MARY CAROLYN DAVIES.

Relation Between Kindergartens and Nursery Schools

KATHARINE B. GREENE

Assistant Professor of Education, University of Michigan

THE future of nursery schools depends on the ultimate contribution to our whole educational system. There are at present several hundred independent nursery schools recognized by the United States Office of Education, which are looking after the training of children between one and five years of age. Educators are asking whether this training will make an acceptable part of a complete educational program. Specifically, cooperative kindergarten teachers have stated a few issues on which they, as teachers of the next educational level, wish to be reassured. They have feared the influence of nursery

schools in developing such undesirable habits and traits as: unwillingness to accept necessary authority, lack of persistence, too few social inhibitions, demands for teacher's attention, and unwillingness to join in planned activities.

In order to get more detailed data, a comparative study of children direct from homes and from nursery schools was made in two kindergartens. The teachers themselves supplied us with certain information through informal opinions and by rating the social adjustment of pupils. There were two indications of the social development of kindergarten children. One was a rating scale as follows:

SOCIAL ADAPTABILITY.*

The following are a group of paired characteristics. Please mark the one toward which the subject tends most.

- () Is he shy and reserved upon entering the classroom?
- () Does he enter the classroom joyfully?
- () Does he speak to anyone upon entering?
- () Does he seem embarrassed at the presence of others?
- () Does he speak to anyone without being spoken to later in the period?
- () Is he quiet and reserved when spoken to?
- () Does he enjoy participating in the group play?
- () Does group participation seem objectionable to him?
- () Does he need attention to make him feel at ease?
- () Does he avoid seeking attention?
- () Does he adjust readily to a novel situation?
- () Is he slow to adjust to a new situation?
- () Does he react well to suggestions of playmates and the teacher?
- () Is he reluctant to follow others' suggestions?
- () Does he adjust readily to the other children?
- () Is his adjustment to other children slow and difficult?
- () Does he care little for the opinion of others?
- () Is he sensitive of the approval of others?

*Developed by Miss Esther Belcher.

- () Does he take the initiative in making friends?
- () Does he avoid taking the initiative?
- () Does he show a greater interest in people or in things?
- () Does he show a greater interest in things or in people?

Rating children for social adaptability on this scale was done at the beginning and end of the semester. At both times, the average rank given to children from home and from nursery schools was practically identical. As judged by the rating scale, teachers found the nursery school children equivalent in character traits to the home children. All of the children came from superior homes.

The second indication was an excellent report card for social traits which is filled in by each teacher for each child. In looking over the cards for these children, it was apparent that each teacher saw improvement in the group as a whole in social control, industry, and creative expression. One teacher gave all of the children about the same rating, while the other teacher made greater discriminations among her pupils, giving a wider range of ranks. The first teacher rated nursery school children as a group at about the average of the total group while the second teacher rated them as better than average.

As the study progressed the kindergartners realized clearly that the nursery school children reacted more positively than did the children direct from homes because of independence and social balance learned in nursery school. The maladjustment of these children came from trying to teach them what they already knew and thus boring them. The teachers realized that they could change their method of guidance from teacher control to group organization of activity. A teacher may then be free to bring out the ability of shy and unhappy children since they let more of the general stimulation come from materials and other children.

In general, consideration of nursery schools as an integral part of our public school system is faced by the practical

needs of analyzing child development to show the normal activities of various age levels so that we shall emphasize the forms best suited to each level. In these tasks the kindergarten is guide and fellow experimenter since it is first to welcome nursery school graduates as they go on, and because it handles children of similar ages.

The first problem is developing a spirit of cooperation between leaders of nursery school and kindergarten education. Such a spirit will do away with unfruitful rivalry and jealousy which occur frequently in fitting in new educational branches to an established system. Such a difficulty was met by kindergartners themselves less than thirty years ago in most parts of the United States. Kindergartens now are in general about one generation away from pioneer efforts which established them. They are accepted and highly valued in the majority of communities which have been forward looking enough to receive them. Now public opinion is weighing nursery school education. If kindergartners who have won out will help the new branch, acceptance can be expected early. If, however, kindergartners feel that they are being robbed of part of their function by nursery schools and if they attack nursery schools, it will take a longer time to win general acceptance.

A comparison of nursery school and kindergarten objectives shows that there is much in common which ought to be carefully planned so that in the end there may be neither duplication of effort nor random omission. A division of responsibility between nursery schools and kindergartens will bring about a change of emphasis and choice of more advanced educational materials in kindergartens. The nursery school will take over such activities as the beginning efforts to so-

cialize children, to teach them to play with other children happily and effectively and to teach independence.

Nursery schools prepare children for social living in kindergartens, by giving them contact with other children and letting them form temporary social groups. A child with this experience will not need in kindergarten the same type of formal social grouping which his cousin new from home would need: it will not be necessary for him to be controlled as closely in order to be sure that he does not lose the social advantages of the group. For instance, nursery school children who do not join the ring or circle of a kindergarten are in general not neglecting an opportunity for education, but are absorbed in some worthwhile project of their own so they ought not to be disturbed, except for the good of the group. It is only necessary to emphasize routine for children who come directly from homes where they have not yet experienced the social advantages of group organization. Their techniques of social contact will need help, while children from nursery schools have progressed beyond this point. A very well-adjusted child has played and worked with other children so that they have well-established social habits. A kindergarten can count on this social independence. She can encourage children who are not well-adjusted. She can lead the whole group on to more advanced social habits, by giving them responsibility of a permanent nature, through discussions and committees. She can teach children to get on with all types of children by forming activity groups of children who do not play together ordinarily.

Kindergartens have taken children with no knowledge of creative materials and given them their first experiences in hand work, in art, and in organized language play. The kindergarten has selected the best of our folk activities which are suitable for this age and has enriched the experience of children by educating them in this folk lore. Kindergartens have been

the first contact with school and the success of kindergartners in interesting children in materials has profoundly affected their attitude toward later school life. Because of their success many kindergartners are asking why it is necessary to supplement their work by using nursery schools.

The answer is not simple but no well-administered nursery school has ever considered that it could successfully supplant kindergartens. It hopes to extend to younger children joys and privileges which have so far been restricted to children of five years. Education in nursery schools increases the child's ability to appreciate kindergarten. While it is true that some poorly trained nursery school teachers have, in their zeal and enthusiasm for the results of kindergarten life, taken over bodily whole curricula and techniques of kindergarten, this seems due to a mistake in policy because nursery schools meet the wants of younger children. A kindergarten dealing with children from nursery schools can take certain training, certain education, certain knowledge for granted, and then broaden its own curriculum for the five year level. Many games and much equipment from kindergartens have been utilized successfully in nursery schools. This leaves kindergartens free to teach children more advanced forms of folk play and more creative work. Children in nursery schools can learn to skip, to keep simple musical rhythms, to play games like Puss-In-Corner and Drop-the-Handkerchief. Kindergartens can then build on this foundation by teaching more complicated forms which will be a part of the individual's recreational possibilities for his whole life: such games as May Pole dances, as schottische, modified horn-pipes, and interpretation of more complicated musical rhythms.

Nursery school children have experimented with crayon, water color, and clay, so that they know how to use these materials for crude manipulation. Kindergartens then can provide children with more interesting creative possibilities, can

suggest and praise finer techniques, can establish higher ideals of performance which children will readily appreciate. In nursery schools it is possible to accept as a rabbit any lump of clay or splash of color which is slightly longer than it is broad. In kindergartens any child who made such a product may very well have attention directed to better products of other children, to pictures of rabbits, or to live rabbits which he can observe. If he does not, after all this, see for himself these differences a kindergartner will then be justified in feeling that the child is not yet ready to go ahead farther in that line, that he can best be left to his cruder constructions rather than held to higher standards.

Nursery school as well as kindergarten philosophy places techniques as subordinate always to the spirit and originality of the children's conceptions. It has sometimes been difficult for an isolated kinder-

gartner in a school system to maintain an emphasis on the value of children's thought to the neglect of crudeness of technique. To have nursery schools with this ideal in the same school system will serve to strengthen kindergartners against hostile arguments from those who expect perfection in detail. With these two groups working towards this common goal we can hope to have children accepted by others as creators.

The greatest gain for kindergartens in having nursery schools may be this increased emphasis on freedom for children. A community of sympathy serves to enrich both sides. Working out problems together will make both nursery school and kindergarten teachers more alert in their thinking, more progressive in their outlook, more sensitive to growth in children, and more valuable in their educational service to the community.



From Maggie Lane by Nancy Byrd Turner. Illustrated by Decie Merwin. Courtesy of Harcourt, Brace & Company

Boat Interest--The Golden State

SYDNE HIGGINS

San Diego, Calif.

Duration:

JANUARY 3rd, 1930 to March 3rd, 1930.

Activity would have continued had it not been for the removal of the boat for an exhibit. It may be revived.

How It Began:

During the semester—September to January—a train interest had been a completely absorbing one. It had been aroused through the vivid descriptions of an accident in which a child had been. His constant talk about the big six-wheeled engine that dragged their car half a block aroused the children to daily conversation and discussion about engines and trains. This gave the impetus for the construction of a train large enough for the children to take imaginary trips.

As the interest in "where to go" and "how to go" grew it was in the mind of the teacher to develop a boat interest as a continuation. The aims were based upon the ever present interest in children of things that move, the motor interest, even if carried on in the imagination. The possibility of bringing into use life experiences through construction and dramatic play, the possibility of developing informational growth and stimulating the imagination seemed very much worthwhile.

The activity offered growth in citizenship, social adjustment, skills, attitudes, efficient use of materials, in the development of vocabulary and language experience as well as a stimulation of related activities.

The development of the idea of travel with the experiences of departure from the home, the necessity of going to the ticket office, the embarking for a trip, actual experiences on board ship all offered

a broadening and whole hearted activity.

The interest was stimulated mostly by the travel idea which had been gained from the train experience. The proximity to Glorietta Bay in San Diego harbor with the opportunity of seeing boats at a short distance, the actual experiences of children on ferry, passenger, fishing and war boats, the use of splendid boat picture books and mounted pictures together with many songs and stories all stimulated and developed the interest as it progressed.

Development of the Activity:

Conversation about travel had brought out talk about boats and the possibility of making one before the train interest had waned. The presence in the room after the Christmas holidays of a large packing box gave the idea a beginning again. The first questions to be asked by the children were,

"When can we make our boat?"

"Could we make a boat out of this box?"

After talking about the shape of boats the children agreed that the shape of the box (square) was not right. (The teacher had planned to have the box used as a waiting room and ticket office, to let the children supply the idea and means of making a boat.)

The problem was left to the children and the next day a small boy came with this contribution. "My daddy said he would bring us some boxes to make a boat on Saturday." On Monday morning the boxes were found outside the door. They were cratings for plate glass, of various lengths and heights and about four inches thick. There were nine pieces in all averaging not more than two and one-half feet in height. Some crates had to be evened off to match but this was

easily done by prying off the side boards.

Planning by means of group conferences and through the use of pictures was done between teacher and children in the placing of the boxes to form the sides of the boat. When fitted together, it measured sixteen feet in length and six feet in width. The pieces were nailed together, the idea of hooking the lengths did not present itself until later.

The needs of the children were anticipated as far as possible and the planning and organization was carried on between children and teacher. As the needs and questions arose, such as:

"How can we make the cabins?"

"What can we use for smoke stacks?"

"This boat needs an anchor."

"We need a gang plank."

material was either at hand and supplied after questioning and discussion or the children were directed where to get it. When the interest became well launched a cross section of activities was made for the teacher's own use.

These heading classified the activities:

Literature and Language

Industrial Activities

Music, Rhythm, Dramatic Play

Physical Education

Health, Skills and Habits

Under each heading were outlined the possible worthwhile things to do in connection with the interest. Many suggestions arose and were developed that were unforeseen, of course, but this guide enabled the teacher to search her knowledge and experiences as well as available sources of material to make a definite plan of procedure so as to use ideas and materials to the best advantage.

The entire kindergarten program was devoted to this activity because every phase had some contribution toward its growth. The activity period was entirely devoted to it, some days being reserved for directed work in art education. Language and literature offered a wealth of material and opportunities. There was a

delightful contribution in songs, rhythms, and games. Even the recess period made possible dramatic play with small wooden boats which the children made and floated on imaginary lakes in the sand box or in manufactured lakes.

Industrial activities in the actual construction of the boat were:

Nailing boxes together for the cabins,

Making the Captain's bridge,

Making the steering wheel, the gang plank (fixing it so it would not slip) the funnels (oatmeal boxes), erecting the masts, aerial and wireless,

Attaching searchlights (coffee cans), a compass (part of an automobile oil gauge), fog horns, cutting colored cloth flags for the ship's dress parade, sewing them to the ropes,

Making the ship's flag with cloth letters, GOLDEN STATE cut out and sewed on,

Painting the entire boat inside and out with white calcimine, rather a thick mixture similar to whitewash.

Related activities consisted in:

Making a bellbuoy (painted red with tea bell attached at the top),

Making a radio,

Painting large sheets of paper blue for water,

Making sailor hats, cook and waitress costumes,

Making clay dishes for use when serving meals,

Making paper and oilcloth pocketbooks,

Cutting money and tickets,

Making suit cases of large cardboard, candy boxes, enameled in black, orange and brown, oil cloth handles (cover was attached by means of two inch gummed linen binding tape. This was strong enough to permit opening and shutting of suitcase),

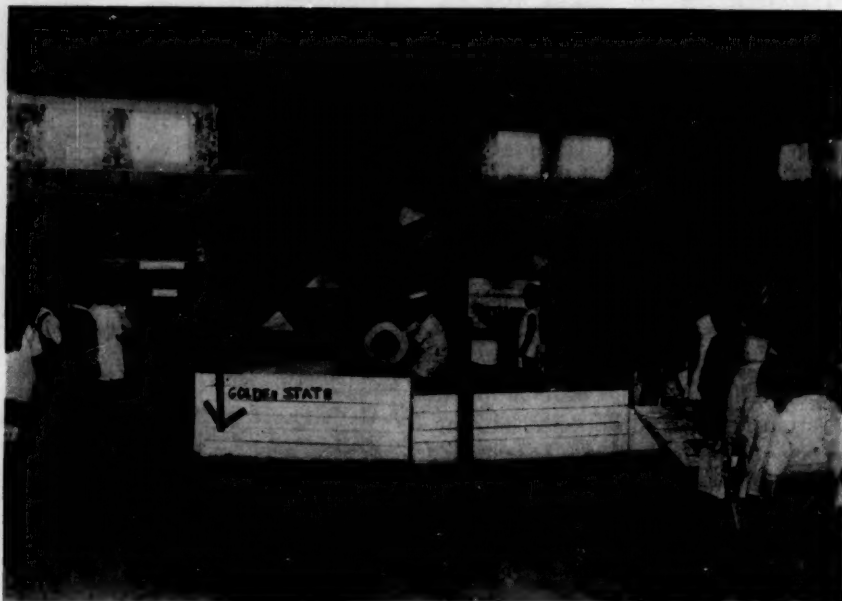
Making a wheelbarrow out of a lug box to convey baggage to the boat.

The large packing box was converted into a ticket office and waiting room, having a window and shelf inside and out, a

bench for travelers, clay fruit, picture book magazines, cones and lollypops for sale at the vendor's stand. Signs indicated and gave directions for passengers.

There was much free expression in large painting, drawing and cutting of various

Pulling in and letting down the anchor and gangplank,
Raising and lowering the flag,
Keeping the boat clean and in order,
Looking through spyglasses and telescopes,



All Aboard the Good Ship *Golden State*

types of boats as well as story illustration. Some directed lessons along this line improved the technique and gave interest in this phase of activity.

Many children made their own little boats of wood, using spools for funnels and sucker sticks for masts.

In the dramatic play the interest was directed from the home (the doll house) to the ticket office, thence to the boat and the trip so that the children might have a well related bit of actual life experience.

Activities on board ship were often directed as the need for social adjustments arose.

The main interests were:
Preparations for the voyage,
Buying tickets,
The experiences of the journey,
The arrival at destination,

Assisting people on and off the boat,
Collecting tickets,
Serving meals,
Steering the boat (a much coveted occupation),

Playing the kindergarten orchestra in the boat gave much pleasure.

The boat represented various types on different days. Sometimes it was a ferry boat going to Coronado, at others a passenger steamer going to Los Angeles or San Francisco. Again it was a fishing boat or a fire boat or a war ship. It was even suggested that it could be an airplane carrier.

Every child had a share in some phase of this activity. In planning the various types of work during conference periods, groups either volunteered or were appointed, thus every one had a part in the

making with as many varied experiences as possible.

There were no difficulties in construction since it was such a simple development. The main difficulties were in the dramatic play where social adjustments had to be made and attitudes of good citizenship established. These were solved through group conferences and supervised group play.

Safeguards:

Careful planning with the children and careful supervision prevented waste of time and material. By keeping the definite summary of possible activities time was saved and a balance in types of activity was assured. A diary was kept of the children's contributions and their share in the construction. Needs were made note of and help was given through

ous, wholesome and whole-hearted.

It provided for great growth in skills, attitudes and habits.

It provided growth in efficiency in the use of tools, in the use and possibility of materials, in the wise choice of materials, in planning before executing.

It gave a definite group interest in which all had a vital share.

It provided gain in the use of ideas.

It enriched the vocabulary of the children.

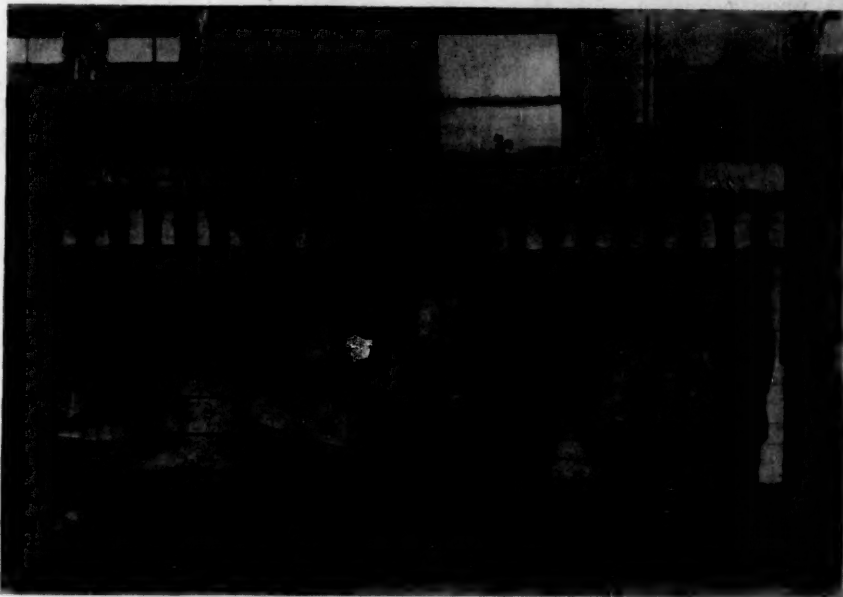
It broadened the children's experience.

It developed good habits of citizenship.

It developed response and initiative.

It gave them self-confidence and ability in expression.

The activity gave the teacher further knowledge in the use of waste materials,—glass crates, empty waxed paper rolls,



A Busy Morning Shopping in Our Own Department Store

the medium of conferences, pictures and stories. Individual differences in children were cared for through directed work and supervision.

Outcomes:

The construction and play was vigor-

spools. It gave new sources for materials,—books, steamship offices, magazines. It furthered an interest in research for material and gave a new supply of information.

(Continued on page 381)

The Study of Present Day Problems of Younger Children in the Demonstration School

JANET DEWHURST SUMMIT SCHOOL

INTRODUCTION AND DISCUSSION BY HELEN M. REYNOLD

Supervisor, Seattle, Washington

THE thoughtful primary teacher of today finds teaching a "grand adventure" but often a perplexing one! Greater insight, broader avenues of study, scientific investigations (which sometimes show conflicts in their conclusions!), the development of new types of organization, emphasis on the desirability of the scientific attitude of mind, a testing program which sometimes threatens to interfere with progress in teaching, the stress upon economy with the need for increased expenditures to meet the newer ideal of a desirable school environment—all these problems need discussion and continued effort to so adjust procedures that daily living in the primary school may be fruitful to all the children and encouragingly satisfying to the teacher.

This need for a study center led to the establishment of a Demonstration School in Seattle. The school chosen is near the center of the city accessible to all sections—an ordinary school, possessing in no way ideal conditions, extraordinary only in the number of problems it presents—apartment house life for the children, lack of sufficient playground space, traffic hazards, a transient population, parents who work all day and an old building which must be adapted to meet new needs.

The members of the staff, chosen from teachers in the system, were selected because of their open mindedness toward progressive interpretations of educational philosophy, their skill in applying this philosophy to the everyday needs of children, their ability to give reasons for the

faith within them and the ability to work with other people.

Teachers are invited by the central office to visit the Demonstration School; new teachers, those making special requests and those having special needs, being given first consideration. The visitor arrives at 8:40 to meet the principal of the school in a brief preliminary conference. Each of the visiting group, generally ten in number, is provided with a copy of the morning's program—the usual one except that it is shortened enough to allow for a discussion period at the close. Teachers are asked in the preliminary conference to note questions which they desire to bring up later. The teacher of the group leads in the end of the morning discussion, brings up her own perplexities and tries to meet thoughtfully the question of adaptation of procedures to differing conditions. The director of primary grades and the principal are present but only as members of the group.

The program for a morning in a 3A group in January is here given, followed by the teacher's description of the morning's work. Each member of the observation group received a copy of this program of the morning's work.

CLASSIFICATION.

Thirty-seven 3A's.

Eight have entered during this quarter. Check on attendance.

Collection of milk money.

AUDIENCE READING.

The children have an opportunity in the morning to read stories that they have found pertaining to the units of

work being carried on at the time.

At present they are looking for stories about foreign people, especially those about Holland.

This morning stories and poems will also be read that tell about different ways of traveling. We are keeping a list of these and next week we will choose the best stories to be read at a "Travel Assembly" to be held in connection with our "Travel Exhibit."

CREATIVE WORK PERIOD.

Reading—Oral and Written Language—Geography—Writing—Spelling—Art.

At the beginning of this period we will try to plan how we are to "stage" our exhibit which is to be held next week. Necessary committees will be chosen to carry out this work. A few of the activities which may be noted during this period are:

Painting or drawing of pictures for our "Travel Exhibit."

Making models of clay or wood for our exhibit.

Writing of stories to accompany the models and pictures.

Preparing of pictures taken from papers and magazines for our exhibit.

Preparing pictures and stories for our "Travel Book."

Studying poems and stories for our "Travel Assembly."

Some may be working on our Holland poster.

A discussion period follows the Work Period. The children record work done in their Work Books.

READING TEST.

Each day the whole group is given one or two stories from the "Crabbs-McCall Test Books."

RECESS.

GEOGRAPHY.

At the beginning of our study of geography the children raised questions that they would like to have answered in our study of the various countries. We have read the chapter about Holland, read and

heard stories about Holland, and have seen pictures about this country. This morning we will have a study type of reading which involves (a) silent reading to find answers to some of these questions, (b) oral reading, (c) use of judgment to determine if the questions have been answered.

At the end of this work the books will be collected and the children will be given a check test on the material to be found in the chapter about Holland.

The check test used this morning may be found in "Check Test to Accompany Carpenter's Around the World with the Children" published by the American Book Company.

READING.

The children are divided into groups according to their scores in the "Thorn-dyke McCall Reading Scale" and the "Stanford Achievement Test."

Group II will read this morning.

This group has read the story silently. They will skim through it today. Today each will be given a slip containing part of the story. The point of the game is for them to arrange themselves in order so that the story will be read in continuous sentences. Games of this type involve:

1. Careful silent reading.
2. Knowledge of the vocabulary.
3. Knowledge of the story.
4. Rapid silent reading—"skimming."
6. Judgment—the class must know if if the child reading is in the right place.

CONFERENCE.

A Morning's Work in 3A

The morning's work in the third grade which I shall describe preceded by several days the staging of a Travel Exhibit by the class as a culmination of one of the units of work carried on during the term. The geography work for this group was the study of the people of many lands as described in Carpenter's book, "Around the World with the Children." As we

studied about the various countries we, of course, discussed, among other things, the ways people traveled in these lands. We decided that it would be interesting to make pictures of some of the ways of travel and put these with descriptive stories in a Travel Book.

Some of the boys, during our Creative Work Period, spent many days working on ship and airplane models. One or two of the children made models of dog sleds and of trading ships used in the far north. This interest in constructing things out of wood was utilized and directed into the making of models showing travel in various lands.

From this beginning we launched into plans for making models and pictures showing as many ways of traveling as we could. Next, the questions arose as to the place to stage our exhibit. After discussing this problem we decided that the hall in front of our room was perhaps the most accessible place available.

After working for a time it was suggested that we ask other rooms to contribute to our collection of models and pictures. So we wrote letters asking all of the rooms in the primary department to bring any pictures, toys, or models that they had constructed for this exhibit. We also decided to look for stories, poems, and songs telling about some mode of travel. These we used in an assembly at which two other rooms were our guests.

The morning's work then, centered largely about this unit. To show that the children were "travel minded" this incident was rather interesting. One little girl who had been out of school for almost a month had returned several days previous. As soon as she arrived one morning she came to me and said, "Miss D—— I think I'll have to bring my roller skates to school for our Travel Exhibit. I noticed in the paper last night that three people had started to skate around the world."

The first part of the morning was spent

in listening to some of the children read the stories and poems that they had found pertaining to travel. These were listed on the board and later on in the week the children voted on the best readers for our assembly. Before we started working on this assembly the children and teacher had developed certain criteria that were to guide them in their audience reading. These were as follows:

- to choose interesting material
- to know the story
- to read so that all can understand
- to hold the book correctly
- to stand erect
- to look at audience frequently

Before the period began the children's attention was called to these standards which had been placed on the board. After each child had read, any needed suggestions were given to him by the group. Any very difficult or unusual words were discussed and defined and these were added to our dictionary.

After this period was over, the children were asked what plans they had for showing the large numbers of pictures and models that had been brought to us for our exhibit. Many suggestions were offered, but we finally determined to divide the exhibit into three main parts, namely, travel by land, air, and water. One child suggested that we have all the things that travel in the air suspended on wires. This suggestion was so popular with the group that it was almost impossible to go further with any other plans until we had fully discussed how we were to place these wires and suspend the planes therefrom. At this time committees were chosen to take charge of the various activities needed for our Exhibit, i.e., writing letters to procure the necessary equipment, printing signs, arranging the models and the descriptive stories which were to accompany these. We also had a committee to choose guides for the exhibit.

During the work period which followed this planning period, much of the work

of the children centered about our unit. As for instance:

Several children were busy preparing stories and poems to read at our assembly.

Three or four were mounting pictures showing various ways of travel which had been found in papers and magazines.

Some were working on models and pictures to show in the exhibit.

One or two were writing stories descriptive of the models.

A group was working on the Travel Book—mounting pictures and writing stories to be put in the book with the pictures.

After the work period was over the children had an opportunity to discuss the work done and ask for suggestions. They noted the work accomplished in their Record Books.

After recess the children were given the geography text books and were asked to place any reference materials they might have on their desks. We had just completed our unit of work on Holland and were preparing for a review of the country.

At the beginning of our geography study the children made a list of questions they wanted answered in our study of each country. A few of these are as follows:

How do the people in foreign lands dress?

How do they earn a living?

How do they live?

What games do they play?

What holidays do they have? etc.

This morning one question at a time was read to them. The point of this game was for each one to find as rapidly as he could an answer to the question, either in the geography text or a reference book that he might have containing information about this country. Various children were called upon to read their answers. As each one read, the class judged the per-

tinency of the material to the question. After several of the questions had been answered in this manner, the children were given check tests on this unit of work.

While they were answering the questions in the test, one reading group was asked to meet with the teacher. The story of the morning happened to be the fascinating one of "Robinson Crusoe." The children had studied the story previously and we had discussed difficult words, adding many to our dictionary. The children were looking forward eagerly to the meeting of their group as they had been told that they could play the sentence game the next time the group met. When they were settled, the teacher told them to skim rapidly through the story to recall it to their minds. About five minutes was given for this rapid reading. At the end of this time, slips of paper were given to each child. Each slip contained a section of the story. In the reconstruction of the story in this manner, the teacher had tried to pick out the main parts, being careful to use the same vocabulary that had been used by the author. The game was for each child to read silently what was on his slip, to decide where his part would come in the retelling of the story. As each child read, all other judged as to the correctness of the reader's placement of himself. It may be seen that games of this type involve (1) careful silent reading, (2) rapid silent reading that is involved in "skimming," (3) knowledge of the story, (4) knowledge of the vocabulary, (5) purposeful oral reading, and lastly (6) judgment in helping to decide if the one who is reading is in his right place.

The following are some of the problems raised in the end of the morning discussion:

1. The influence of a worthwhile project in making the work period a profitable one. This subject is one that is engaging the thought and planning of

many primary teachers in our system to the end that individual effort may rise to higher levels each month and year.

2. The stimulus to reading noted in the room, among them the following:
 - a. Labeled pictures.
 - b. Labeled articles in "The World Museum" a wooden box with shelves prepared by the children to hold their treasures.
 - c. Labeled articles on a long shelf waiting for use in "The Travel Exhibit." Any article brought in must be suitably labeled.
 - d. Geography poems arranged on a bulletin board beside a "Picture Map of the World."
 - e. A list of typed "Things we'd like to know about children in other lands." Questions formulated by the children.
 - f. A large collection of post cards of "Travel in other Lands."
 - g. The library table.
3. The problem of helping children more from the stage of self absorption in reading to the ability to read in a manner satisfying to others. These children had consciously made special efforts in this direction.
4. The values in cooperative effort engaged in by several grades, as in this united interest in "The Travel Exhibit."
5. The necessity of recording accomplishment, the use of the Record Book, its effect upon effort, its by-products in improvement of spelling and sentence formation.
6. The difficulties involved in the children's conference period—interest and attention to the work of others, economy of time, wise selection on the part of the teacher of what *needs* to be talked over, the danger of its becoming a perfunctory performance.
7. Reading as related to the content subjects—the beginning of study-reading in geographical material, the value of the children's formulating questions, the need of supplementing these by the teachers, the use of check tests, the use of reference books, the need of exacting accuracy and "sticking to the point" up to the limit of a child's ability.
8. The training in organization of ideas involved in the planning of The Travel Exhibit.
9. Newer types of reading procedure illustrated by the game played—the adaptability of this type of exercise when, as noted in Miss Dewhurst's report, many types of reading activity are involved.

INDIVIDUAL PROGRESS

Why should we be in such desperate haste to succeed, and in such desperate enterprises? If a man does not keep pace with his companions, perhaps it is because he hears a different drummer. Let him step to the music which he hears, however measured or far away.

—THOREAU.

Germantown Friends' School

Learning to Read

MARJORIE HARDY

Principal, Germantown Friends' School, Philadelphia, Pennsylvania

A visitor observing third grade children in a distant school asked, as she watched many children reading voluntarily, "Why do these children *choose* to read and how is it that they are reading with absorption?"

The visitor was told that the children had come to third grade with many interests about which they wanted to read, with right attitudes toward books and toward reading, plus ability to read easily and well. In other words, they were attaining the ultimate objective of reading, which is voluntary, intelligent use of books—a much more significant aim than merely an ability to read.

Educators have discovered through numerous investigations that old methods of teaching reading not only failed to recognize this aim, but, also, hindered rather than encouraged rapid comprehensive reading. The contributions of those who have made scientific studies of what reading involves and of how children learn, demand that teachers follow new teaching procedure—one that stresses the building of right attitudes. Instead of discarding all practices common to older methods of teaching reading, the teacher uses the best in them in combination with newer practices.

Today children are given the opportunity to learn to read through a process of growth.* What the child does and says indicates to the teacher the periods of growth he is in, and determines the teaching procedure.

The first stage is the time when the child finds himself in relation to reading material and senses its use. He notices new printed material in the room. He

often says, "What does this say?" Voluntarily he reads the chart material composed by the group and exposed in the room. He "lives" in the content of the material. He develops composition sense, sentence sense, and word sense. He discovers that we read from left to right and down the page. He becomes interested in the content of the books on the book table. He brings books to school to show and to have stories read from them.

There comes a time when the child not only has an awareness that a story in a book comes out through a series of related sentences, but also has a desire to read the story. This marks Stage 2. Since at this time the child cannot read, in the sense that he is independent, it is true that Stage 2 is still a part of the period in which he is getting ready to read. He has all the attitudes, habits, and abilities of Stage 1, plus new ones. Instead of merely looking at books, he wants to read them; instead of showing a picture in a book to the group, he wants to read what is under the picture, or to read the first sentence in the story. This is the time at which the child is helped to read from books, to "live" in the content of the material, and at the same time to tie word symbols with meaning. The child uses a cardboard book mark, which he holds under the lines as he reads. This is called a "liner."

In Stage 3 the child becomes conscious of very definite word forms as he reads. This comes partly as a result of the fact that his attention has been brought to phrases and words taken from the story read, and dealt with at a period separate from story reading; but it comes mostly because nature indicates that his eyes are ready to focus on smaller elements. He gives up using a liner, and his reading

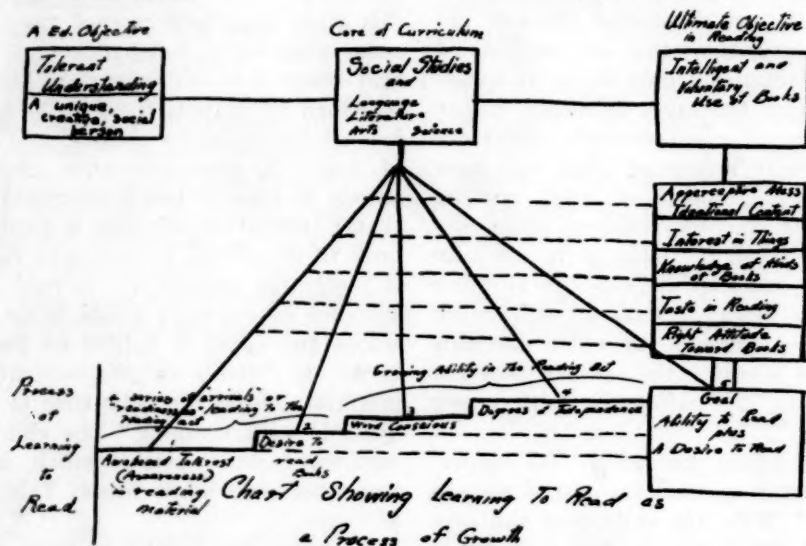
*Result of study over period of several years in Laboratory School of Education—University of Chicago. Published in Teachers Manual to Child's Own Series, by M. Hardy; Wheeler Publishing Company, Chicago.

temporarily slows up for the sake of the accuracy he desires. The fact that his thinking has at no time been slowed up by having to search for words or to use phonics or spelling means that his lack of speed will be only temporary. If the child needs phonics, he is given such work at this stage, but not before.

The child soon goes back to the more fluent way of reading characteristic of Stages 1 and 2, and feels his own power and grasp. This behavior indicates that he is beginning to feel his independence. This marks Stage 4. It is the longest period, often running through the second and third grades, since there are varying degrees of independence below the level of maturity in reading. Plenty of simple and interesting material is given the child, thereby providing him with opportunities to gain more independence in reading through much reading.

also, indicates that he not only *can* read, but *chooses* to read.

The rate at which the goal is achieved varies with the individual child. However, experience warrants us in confidence that the goal for each child is attainable even though the early steps may seem slow. The emotional element—right attitude toward reading, toward the teacher, etc., is the most necessary. A first grade child in a distant school once said as the group began to read "Miss— this is no way to teach reading!" A few days later the child's mother visited school and remarked "Why, the children can read, can't they! I thought they were all like my little boy." In talking with the teacher the mother admitted to the teacher that she and her husband had discussed openly and in a critical way the teaching procedure used at school. She realized that she was responsible for a wrong attitude



When the child gives evidence of reading extensively, voluntarily, and with absorption, he is in Stage 5. He has reached the goal, namely, reading with so much independence that he has reached maturity in reading. The child's eye movement indicates that he sees words in the same "unconscious, reflex way" that he hears words in spoken discourse. His behavior,

in the child that kept him from making the progress he should have made.

For the fullest success we must depend upon the co-operation of the home. This little bulletin, then, comes to parents with the hope that it may enlist their sympathetic co-operation in what we are doing with Primary Children in Germantown Friends' School.

Bibliography On Play

BOOKS

- Care and Training of Children**
Helen C. Goodspeed and Emma Johnson, 1929. Philadelphia, Lippincott, Chap. VII, pp. 175-194, illus.
Discussion of play as a means of development. Activities and equipment for children from 1 to 5.
- Child Care and Training**
Marion L. Faegre, Minneapolis, Minn., 1929, pp. 204-232.
Theories of play; types of play; relation of play to habit formation; suggestions for choosing toys for children from 2 to 6. Criteria for choosing books for the young child. List of children's books from infancy to twelve years. List of games and music. Questions and bibliographies.
- The Child From One to Six**
Ada Hart Arlitt, 1930, New York, McGraw-Hill Book Co., Chapter XI, pp. 157-173.
Play in the life of the pre-school child. Different types, of toys, their values and educative opportunities. Criteria for selection.
- Children in the Nursery School**
Harriet M. Johnson, N. Y., John Day Co., 1928, 325 p. illus.
Part II—On planning of the environment. The physical environment activities and materials, includes a descriptive list of play material for a roof play space and indoor playroom.
- Concerning Parents, a Symposium on Present Day Parenthood, 1926**
New York, New Republic, Pt. V, pp. 215-252.
Meaning of leisure and recreation, youth and playtime, effect of machine made recreation; vacations as educative opportunities.
- Creative Music in the Home**
Lewis E. Myers and Co., Valparaiso, Ind., 1927, 399 pgs., illus.
Music as a form of self-expression of the individual. How to make various instruments at home and how to play them. Music stories and many tunes.
- Everyday Problems of the Everyday Child**
Douglas A. Thom, 1928, N. Y. Appleton, Chap. XX, pp. 328-339.
Play in the life of the child; role of adult; what kind of toys and how to take care of them; other useful occupations for children in home.
- Guidance of Childhood and Youth**
Benjamin C. Gruenberg, Editor, 1927, N. Y., Macmillan, Chap. 7, pp. 73-82.
Different theories of the nature of play.
- An Introduction to Child Psychology**
Charles W. Waddell, 1918, N. Y. Houghton Mifflin, 314 pgs., Chap. VI, pp. 123-152.
Theories of play; play vs. work. Types of play at age levels between 4 and 16 years; the value of play.
- Mental Training of the Pre-School Child**
Lillian J. Martin and Claude Gruchy, 1923, San Francisco, Harr Wagner, Chap. 14, pp. 76-82.
Theories of play; meaning of play in child life; principles of toy selection in accordance with child nature.

- Music for Young Children**
Alice G. Thorn, 1929, N. Y. Chas. Scribners, 158 pgs.
The value and manifestations of musical experiences in pre-school children; singing, rhythmic activities, musical instruments, concrete and musical excursions; suggestions of materials.
- The Nervous Child**
Hector Chas. Cameron, N. Y., Oxford Univ. Press, 1924, Chap. VIII, pp. 121-128.
Play life and play materials for little children with stress upon emotional freedom and adult-child relationships.
- Nursery School Procedure**
Josephine C. Foster and Marion L. Mattson, N. Y., Appleton, 1929, illus.
Chap. III, pp. 34-67, Discussion of buildings and ground, furnishings and play materials in nursery school.
- Outline of Child Study**
Benjamin C. Gruenberg, editor, 1922, N. Y. Macmillan, pp. 65-70.
Study outline on character of play, graded interests and corresponding playthings from birth to fifteen years. Bibliography.
- Parents and the Pre-School Child**
William E. Blatz and Helen Bott, 1929, N. Y. William Morrow, Chap. VI, pp. 113-138.
Theories and meaning of play. Discussion of play and materials with special emphasis on habit formation. Study outline.
- Permanent Play Materials for Young Children**
Charlotte G. Garrison, N. Y., Scribner's 1926, 122 pg., illus.
Statement of principles in selection, use and care of permanent play. Material in Nursery Schools, Kindergarten and Primary Grades. Each type of equipment and toys discussed in detail. List of books and pictures with addresses of publishers. Bibliography.
- Practical Psychology of Babyhood, A**
Jessie Chase Fenton, 1925, N. Y. Houghton Mifflin, Chap. II, pp. 21-57, illus.
Play activity in the first two years, graded by months. Suggestions of toys and games for babyhood.
- Pre-School and Parental Education**
Twenty-Eighth Yearbook of the National Society for the Study of Education, Public School Publ. Co., Bloomington, Ill., 1929, Chap. VIII, pp. 693-704.
Values of play; general consideration of play material and equipment; the conduct of the adult in guiding activities; extension bibliography.
- Psychology of Childhood, The**
Naomi Norsworthy and Mary T. Whitley, 1926, Macmillan, Chap. XII, pp. 206-223.
Theories of play; meaning of term, "Play"; age differences in play interests; directed play.
- Your Child Today and Tomorrow**
Sidonie M. Gruenberg, 1920, Philadelphia, Lippenecott, illus., Chap. IX, pp. 129-147.
Play in the life of the child as a part of his development. Play at different age levels. Function of toys.

PAMPHLETS

- Applying Nursery School Methods of Child Training in the Home**
Kansas State Agricultural College, Division of Home Economics, Bull. No. 2, pp. 5-11.

- Best Toys for Children and Their Selection**
 Characteristics of right playthings for children of pre-school age.
 Leonard, Minnetta Samis, 24 pgs., distributed by American Assn. of Univ. Women, Washington, D. C.
- Catalogue of Play Equipment, A**
 Practical suggestions of adapting toys to the age and temperament of the child; criteria for selection and the influence of toys on habit formation. List of desirable toys for age levels from cradle to six years and over.
 Jean Lee Hunt, 1924, Bureau of Educational Experiment, N. Y., 52 pgs., illus.
- Child Care, the Pre-School Age**
 Description of various apparatus and toys with suggestions of sizes and materials.
 U. S. Dept. of Labor, Children's Bureau. Mrs. Max West, pp. 38-45.
- Housing and Equipping the Washington Child Research Center**
 Brief discussion of play needs of children and suitable play materials.
 Mary Dabney Davis and Christine Heinig, U. S. Dept. of the Interior, Office of Education, Washington, D. C., Pamphlet N. 13, Aug. 1930, 24 pages, illus.
- Indianapolis Toy Exposition, The**
 Description of furnishings and educational equipment of nursery school at the Washington Child Research Center. Table of cost of different items of equipment. Working designs and specifications of play apparatus. Bibliography.
 Reprinted by American Association of University Women, 1926, 2 pgs., illus.
- Interests of Young Children**
 Importance of toys; how to arrange exhibit; suggestions of toys for age levels from infancy to 12 years.
 Lois Hayden Meek, American Association of University Women, Washington, D. C. Guidance Materials for Study Groups, No. 3, 40 pages.
- New York State College of Home Economics, Ithaca, N. Y.**
 Study outline on value of play and types of educational play materials. Extensive bibliography.
 The Home Economics Reminder, Parent Education Number, July 1930, 50 pgs., illus.
- Nursery School Experiment**
 Description of Cornell Univ. Nursery School. Contains Chapters on furnishings toy selection, play activities, book stories in nursery school. List of books for the pre-school child.
 Harriet M. Johnson and Maude Stewart, N. Y. Bur. of Educational Experiment, 1924. 85 pgs., illus.
- Physical Care and Habit Training of the Pre-School Child, The**
 Description of physical set-up and educational opportunities in a nursery school.
 Gladys Denny Shultz, Better Homes and Gardens, Des Moines, Iowa, pp. 27.
- Play and Playgrounds**
 Graded list of toys and their functions for children from one to six. Suggestions of books with titles, publishers prices.
 Lee, Joseph, Playground and Recreation Association of America, N. Y., No. 47, 27 pgs.
- Need and organization of playgrounds. Types of activities for age levels, between 3 and 12 years. Role of play leaders.

Play and Play Materials for the Pre-School Child**Play and Playthings****Right Toy for the Young Child, The****Specification for Home-Made Apparatus**

State University of Iowa, Iowa City, Iowa.
Iowa Child Welfare Research Station

Toys to Buy for Little Children

Harriet Mitchell, Canadian Council of Child Welfare, Ottawa, Canada, 60 pgs., illus.

The significance of play and types of play from birth to three years and from three years to five. Specifications and designs for construction of play apparatus. List of books for the pre-school child. Bibliography.

Anna M. Wolf, Child Study Association of America, New York, 11 pages.

Play needs of children and criteria for selecting toys to satisfy their needs. List of toys for the different types of activities by age levels from infancy to ten years and over.

Nell Boyd Taylor, American Association of University Women, Washington, D. C., 4 pages.

Principles of fitting the right toy to the child with respect to his age and individuality. Purpose of toy exhibits. Bibliography.

American Association of University Women, 3 pages, mimeographed.

Practical suggestions on how to make swings, sand box, bars, etc.

Mimeographed lists of educational equipment, toys, books, music, art materials, with indication of sources and prices. Age, from birth to six years, graded.

Nell Atkins, Mother's Training Centre Association, University of Cincinnati, 10 pgs., illus. Criteria for choosing toys. Lists of toys by age levels from infancy to six years.

PERIODICALS

Parents' Magazine, Dec. 1930

Christmas Gifts for Children, Janet M. Knopf, pp. 19, 85, 86, 87, 88. List of toys given on pg. 88.

Parents' Magazine, Nov. 1930

Toys that Teach, Janet M. Knopf.

A practical guide to toys that meet the young child's needs, pp. 21, 71, 72.

Parent's Magazine, Dec. 1929

Christmas Gifts for the Children, Ruth Leigh. Lists of toys that will appeal to children of all ages., p. 18, 19, 67, 68, 69.

Parents' Magazine, Aug. 1929

Toys for Travelers and Stay-at-Homes by: Minnetta Samis Leonard, Practical Suggestions, pp. 18, 54.

Parents' Magazine, June 1929

Toys the Year Round, A. M. and Margurthe A. Synder, pp. 28, 64.

Parents' Magazine, Dec. 1928

Budget your toy buying carefully and distribute it throughout the year.

What Shall We Give the Children? Rachel Dunaway Cox.

List of presents for children and reasons given for the selection.

Parents' Magazine, Nov. 1928

Choose the Toy to Fit the Child, Minnetta Samis Leonard, pp. 18, 65, 64.

Soft toys for the baby, special playthings for the initiative age.

Parents' Magazine, Nov. 1927

What Toys for your Children, Charlotte G. Garrison and Alice Dalglish, p. 21, 60, 61.

Standards for selection of toys.

The Puppets Did Come to Life

HELEN LAWRENCE MARTIN

Santa Monica, California

THE third grade room settled down into an expectant quietude. Miss Morgan was telling them a story! She had only to begin the age-old "once-upon-a-time" and every eye and every heart was hers. This time it was the beautiful old Rhineland tale of Hansel and Gretel. The simple narrative was well-told and the children lingered over the last words.

Camille ventured to comment that she had seen the story played on a real stage one time. Bob boasted that he had been in such a play himself! Tom could not be outdone: he had a brother who had helped play Hansel and Gretel in a puppet show.

Oh those magic words! There is nothing which plays with an eight-year-old's imagination as those wonderful words—puppet show!

From several sides came a breathless, eager "Oh, let's, Miss Morgan, let's have a puppet show."

George was just a bit skeptical of certain phases of the story at hand. It was quite all right for Miss Morgan to tell the story. (Not that he would admit he liked anything so very impossible—why who ever saw a candy house?) But then, some of the girls like it. Why couldn't they find another story? Even he was caught in the thrall of the show itself. Each story suggested was criticised and rejected until some ambitious small boy proposed that they make their own story.

The following morning several of the most enthusiastic children had plays to offer. Each aspiring playwright was sure that he had the most acceptable one. These plays had been written at home. Their authors could scarcely wait until the plays were read.

Miss Morgan solved the problem of

choosing the best one by reading all of the offers to the entire group. These first attempts were in several cases quite plotless or else they were impossible to produce.

These points were discussed. The good phases of each play were commended but many of the children wished to try again. The second set of plays were better, still the group was dissatisfied and asked for one more day in which to try.

Dorothy sat absorbed, writing vigorously, all afternoon. She was apparently unaware that the other children were doing other things. The closing bell rang and still she sat. After the children had gone and only one or two others remained, Dorothy placed her contribution upon Miss Morgan's desk—a play.

The sketch was good, much better than anything that had been brought in before. Perhaps it echoed faintly of Rose-Red and Snow-White but without question it belonged to Dorothy.

Miss Morgan read the story in its simple form to Jeanne and Fred who happened to be in the room. Jeanne approved rather whole-heartedly. Fred (who never had shown any enthusiasm about anything) remarked, "I like the first part but I don't think much of the ending." He was quite surprised when Miss Morgan challenged, "Why don't you write another ending?"

The next morning it was Miss Morgan's turn to be surprised when Fred produced a different climax. Never before had Fred offered anything. His conclusion of the play was good, really better than Dorothy's.

Fred showed his last act to Dorothy who very honestly admitted that it was better than her own.

In this form the group heard it for the first time. The children were quick to recognize the value of the simple plot and the possibility of producing it. The choice was unanimous.

However, the play was not yet finished. It was merely a skeleton upon which to build. The next few language lessons were devoted to co-operative work in building up conversations and small details of the play.

Miss Morgan asked the leading question: "If you were sitting around the fire after dinner what would you be doing?" So the opening setting was arranged out of the children's own experiences. And again she said, "What would Mother say?" Thus the opening speech was constructed. Each additional speech and action was kept very natural and real because it came from the children as that which would really happen. It was by following this method that the following simple story was evolved.

THE CHANGING CUPBOARD

Characters:

Father
Mother

Virginia
Ted

Bear

ACT I.

Scene: The main room of a woodcutter's house.

Time: The evening. The father and mother are sitting by the fire. Ted and Virginia are playing the old singing game, *Oats, Peas, Beans and Barley Grow*. Curtain rises as children are playing and singing:

Oats, peas, beans, and barley grow!

Oats, peas, beans and barley grow!

Do you or I or anyone know

How oats, peas, beans and barley grow?

Mother: It is time to stop your playing and go to bed.

Virginia: We are in the middle of our game, may we finish it?

Mother: Yes, you may stay up to finish your game. (Children are finishing

game when a knock is heard at the door.)

Father: Who can be knocking at this time of night?

Virginia: I shall go to the door.

Ted: Please, may I go?

Father: You are the older, Ted, you may go. (Ted opens the door and sees a bear. He is very frightened. Virginia hides behind a chair.)

Bear: Do not be afraid of me. I shan't hurt you.

Father: This bear won't hurt you. Virginia, come out from behind that chair.

Mother: This poor bear is tired and we have no bed for him.

Bear: Never mind. I can sleep on the floor.

Ted: But you may have my bed.

Bear: Oh, no. I shouldn't like to take your bed.

Mother: That's all right. Ted is used to having visitors come in.

Ted: Please take my bed. (All say good night. Mother and Virginia leave the room through the door at the left. Father and the Bear lie down on benches while Ted lies down on the floor. Curtain.)

ACT II.

Scene: Same as in Act I.

Time: Morning of the following day.

Father: (wakes up and stretches). Ho-hum. It's about time to be getting up for I have to light the fire and earn the bread. (Lights fire and goes to left door to call mother.) Mother, it's time to be up.

Mother: (comes in with Virginia and calls Ted.) Come, Ted, get up. You and Virginia must get dressed for breakfast. (Father goes out doors.)

Mother: (Goes to cupboard and looks inside.) Oh, dear. There is nothing for breakfast. Ted and Virginia, will you please go outdoors and look for some wild berries? You might awaken our visitor and ask him to go with you. He knows the forest so well he probably knows where to find plenty of berries. (Bear

rises and all of them say good morning.)

Ted: Mr. Bear, will you please go with us to show us where we can find some berries for breakfast?

Bear: I shall be glad to go but I think while we are gone your mother had better look in the cupboard again. (Bear and children go out doors. Father comes in as Mother goes back to the cupboard to look.)

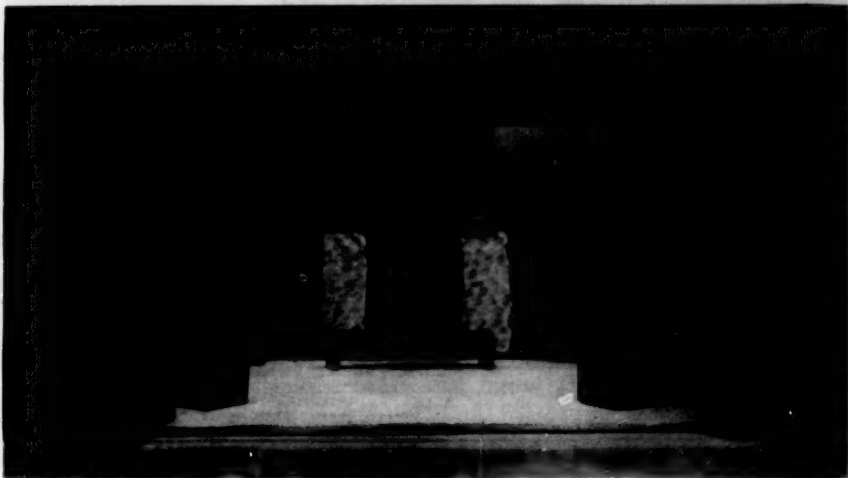
Mother: Oh, Father, come quick! See what I have found. This food wasn't here when I looked before.

Father: I wonder if the bear knows anything about this. (Bear and children come back.)

I wish happiness for the Enchanted Bear wherever he goes. (Curtain.)

At last the play was written. Miss Morgan read it to the members of the class for their approval. Fred (who had for the first time tasted that joy and satisfaction which comes to those who contribute much and meet with group approval), sighed very audibly and gave vent to, "Let's write another play. That was so much fun."

The busiest days were just ahead. The group was soon arranged in committees for the actual production of the play. Miss Morgan brought an undressed puppet to school for the children to see. It



Ready for Rehearsal

Mother: Children, there is a fine surprise for you. (Shows them the cupboard.) Now you can have a good breakfast.

Ted: (To Bear). Oh, did you do this.

Bear: You have been very kind to me and now I shall give you each a wish.

All: Oh—thank you.

Mother: I wish that we may live happily and always have plenty to eat.

Father: I wish for a new house where we may live.

Ted: I wish for a horse to ride.

Virginia: I wish nothing for myself but

represented an adult character and stood fifteen inches tall. Its construction was very simple. Only a stocking doll with loose joints which were well weighted with fish sinkers. Three strings were attached: one to each arm and the third to the head. Though the movement of the puppet with only three strings is not perfect it is very suggestive and entirely satisfactory to an eight-year-old.

The construction of the puppets was quickly and simply accomplished. The dolls were cut out at school and taken home to be sewn by machine. As soon as

these limply jointed dolls were stuffed the strings were attached and held by rulers. Even before these mechanical folk received their painted ink faces and their pastel crepe paper costumes, Miss Morgan saw fascinated boys and girls practicing to make them come to life.

for entrance and exits. A corrugated box was ripped open to make the stage set. Then the group had been called together to discuss the necessary furniture to be used. As this was the home of the wood cutter, the set could be very simple and crude. So the plans were made to build



The Changing Cupboard

That this play might be a happy group experience the children voted upon the puppets in order that the best ones might be chosen and that no partiality could be shown. Each puppet was appraised and five were finally chosen.

It was then that the children found themselves in a dilemma; somebody's teddy bear had to be unstuffed to dress a jointed puppet. But who could part with his still cherished teddy? At last Betty Jean brought one that she had found and thus the cast was made complete.

Competition was very great during the tryouts for the speaking parts and the puppeteers. However, since the boys and girls made their own choices by election the results were happy.

The stage was, by this time, finished. It was made of a large packing box with top and front side removed. The front boards in each end were torn out to allow

solid chairs and supply benches for beds. A fireplace and the needed cupboard were to complete their equipment. Many color schemes had been discussed but the group approved of pearl gray walls and chinese red furniture. The fireplace was made of clay mixed with dextrine, set with pebbles and finished with a wooden mantel. The curtain was nailed on with tacks and was raised and lowered by the puppeteers.

The rehearsals were not tedious because perfection was not the goal. The standards were very simple ones: that the audience might hear each word and that the story might run smoothly.

Miss Morgan had realized that one of the justified criticisms of the puppet show is that the construction often claims too much time. It had been her plan to keep the production very childlike, demanding only that the children themselves were satisfied. And now she might well be

pleased; just six weeks before she had told the story which had set these busy fingers working.

Notes went home to the mothers inviting them to attend the show. Rapidly the news had spread. The Three A's were giving a puppet show and again those wonder words cast their spell. Once more the children tried out and the class chose those who spoke the best and sent them to extend their invitation to the other

little people in the school. Each child had had a part. Perhaps the part seemed small but so important! The show was theirs—all theirs.

Then came that moment when the curtain went down on the last scene. Mothers' faces beamed with pride and little folks were sorry it was over. Such a result is good but better still the makers of this puppet show had all together made a thing that satisfied.

Borough Plan in Greater Cleveland

ALICE HANTHORN

Supervisor, Cleveland Public Schools

GREATER Cleveland, which includes Cleveland proper with a population of 920,000, and suburbs which bring the total to 1,250,000, has made a start toward a borough plan of school organization.

Cleveland city schools and those of two smaller cities on the outskirts now share the services of several officials who act in supervisory capacities. Furthermore, Cleveland and three suburbs are about to take another step. This is the employment of an expert to conduct research into the best system by which all these cities, divided only by artificial boundaries, can merge at least part of the administrations.

Eventually it is hoped that a central clearing house can be established in which each school system can have a part. Here a department of educational research will be maintained. Conferences will be conducted, evolution and development of educational policies discussed and results

evaluated. According to the plans thus far, each school system will be entirely independent in its own organization, but each will contribute its progressive ideas into this clearing house for study that all may share in any advantages.

What has been done already:

Dr. Emile B. de Sauze is directing supervisor of foreign languages in Cleveland proper. The Cleveland Heights Board of Education obtains his part-time services by payment of \$500.00 annually to the Cleveland Board.

The same arrangement has been made by that suburb in regard to Russell V. Morgan, Cleveland's supervisor of music, and P. L. Riley, assistant director of the Bureau of Physical Welfare, in charge of health education.

Cleveland Heights and Shaker Heights together pay Cleveland \$2500.00 a year for the services of Alfred E. Howell, advisor in art.

Cleveland proper and suburbs report that the above arrangements, by which the supervisory ability of these experts is extended over a larger area, have been very successful.

In language work it has been possible to foster talent, popularize good ideas and make all teachers familiar with the best methods of the group by testing. Western Reserve University shares in this plan. Each summer a French class is conducted on the campus of the College for Women. Content courses are conducted entirely in French. French Houses are maintained. These courses and method focus about the Administration School. It is possible for all French teachers to avail themselves of this work. Dr. de Sauze heads this training activity.

The health work of the two school systems is based on the same course of study. Mr. Riley has made some differentiations in the curriculum to meet the specific needs of this situation, but the curriculum itself is the same.

Mr. Howell, with the art work of three systems under him, feels that each system is a stimulus to the other two. Every other week there is a conference with teachers of the high schools and junior high groups. An exhibit from one building may be discussed, perhaps in design, craftsmanship, or commercial art, but all three systems are stimulated and united in one common interest.

As Mr. Howell visits the art classes of these school systems, he is able to collect a large amount of significant material which can be brought to the needs of the teachers in any one system.

Although only Cleveland Heights shares the services of Mr. Morgan, he feels that

all suburbs in Greater Cleveland are united with the city proper in music. His advice is sought continually on personnel, curriculum and equipment. It has been said before that Mr. Morgan goes into the Cleveland Heights Schools as a supervisor. It might be more accurate to say he is their advisor. That is the way he designates it himself. Through the organization it is possible to make quick contacts in relation to new materials, technique, and other problems of interest to music work. The chief advantage of this unification in regard to music is that all can make suggestions and all have someone who is in a position to keep in touch with the national musical organizations.

So much for the steps forward in the borough plan. Cleveland also has made considerable progress in its radio programs, and the suburbs are tuning in on these. Definite arithmetic lessons are broadcast four times a week to the second and third grades. These lessons are scheduled to that the classroom teachers know exactly what preparations must be made in advance. Pupil work sheets are provided. The suburbs are purchasing the work sheets and are following the plan as outlined by Cleveland's Superintendent of Schools, R. G. Jones, and Miss Ida M. Baker, broadcaster teacher.

MORE ABOUT THE CLEVELAND CONVENTION

A commercial exhibit of modern equipment and supplies suited to the needs of nursery-kindergarten and primary grades will be held in the Arcade of the Municipal Auditorium. It is hoped that this exhibit will be of interest to parents as well as to the classroom teachers.

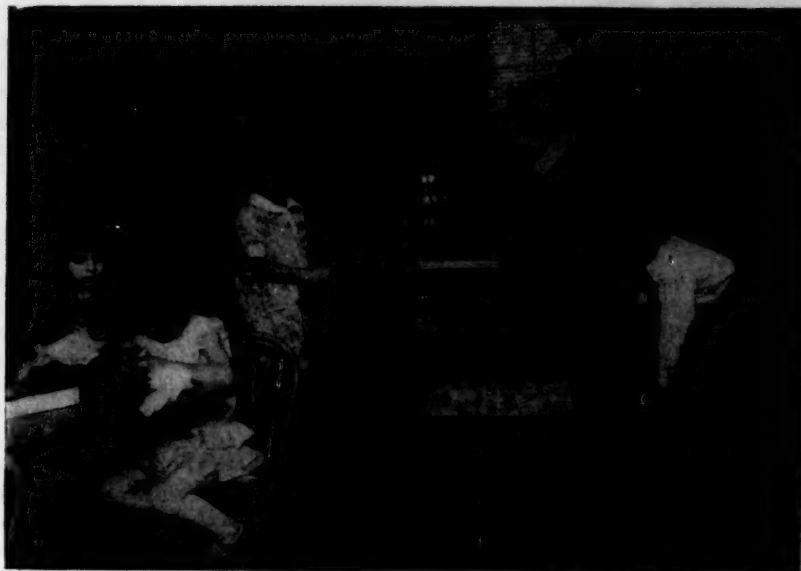
HOTELS

Hotel Cleveland has been selected for Headquarters during the Convention week. A few steps through a covered passageway will bring the visitor from the train directly into the hotel.

Rates—Single, \$3.00, \$3.50, \$4.00, \$4.50, \$5.00, \$6.00, \$7.00, \$8.00.

Rates—Double, \$5.00, \$5.50, \$6.00, \$6.50, \$7.00, \$8.00, \$9.00, \$10.00.

(Continued on page 384)



Garfield School, Lakewood, Ohio

Just a Day's Work



Hayes School, Lakewood, Ohio

The Bunnies Enjoy Being Models

BOOK REVIEWS

Editor, ALICE TEMPLE

Intelligence testing and the pre-school child.

—Man has ever been interested in the operation of his own mind, but the past quarter of a century has witnessed an unprecedented interest in human abilities and the possibilities of their measurement. This is no doubt due in some measure to the refinement of measuring instruments together with the development of the technique necessary to treat the results adequately. The initial studies of mental ability made use of the school population where groups were relatively unselected and where sufficient numbers were available. The Army tests have given us the only results of the measurement of large numbers of individuals at the upper age levels. The infants and pre-school children have largely escaped the more accurate type of study because of the inaccessibility of such children and the difficulty in constructing scales that would differentiate between the abilities at this age level.

The author of the present volume* has organized a series of problem situations which is designed to give a more quantitative description of the abilities of children at the pre-school level. The measurement of the young child is important, according to this author, because, on the basis of the results, it will be possible (1) to aid the child in making the most of his life, (2) to discover mental defects, (3) to treat problem cases, and (4) to enable the home to train the child more effectively.

A brief review is given of the historical development of mental tests from the time of Binet to the work of the present students in the field of child study both in this country and abroad. Much of this previous work was designed to obtain a clearer picture of all phases of child development rather than to

attempt to evaluate a child's mental ability.

Miss Stutsman is attempting to standardize a series of tests selected from among all tests previously used which offered a possibility of giving a picture of the child's mental equipment. The early research and experimentation was directed by Helen Thompson Wooley. Seventy-nine tests were tried out on children from the Merrill-Palmer School. Tests which for any reason did not seem promising, judged by the workers in charge, were discarded. The whole series was reorganized and revised after the initial experiment.

The group on which the tests were standardized numbered 631 children ranging from 18 to 77 months and with the exception of less than 79 were all from the city of Detroit. Although the number of children supplied by each specific group is not given, it seems that the group as a whole is rather a highly selected group from only one geographical section of the country.

The children were classified into age groups of six months intervals with not less than fifty in each age group. Since chronological age is so important a factor in the performance of pre-school children, a smaller interval in the age groups would perhaps have made the scale of much greater value. The scale yields a point score which may be translated into a mental age. Ninety-three test elements were used. The method of standardization of the tests is described in detail as well as the interpretation of score and the use of norms.

In discussing the validity of the scale the author states that one criterion of the validity of a test is its correlation with another scale whose validity is established. After discussing the inadequacy of the Stanford-Binet Scale in the early ages, the author makes a point for the validity of the Merrill-Palmer scale by correlating it with the Stanford Revision above the three year level where she found a

*Rachel Stutsman. *Mental Measurement of Pre-school Children*. New York: World Book Company, 1931. Pp. X + 357. \$2.20.

correlation of .793 0.019 to exist for a group of 159 cases.

The attempt to determine the efficiency of the scale to differentiate the feeble-minded child from the normal one is of little value because of the few cases studied.

The material for each test is described and illustrated with the method of giving clearly indicated together with the criteria for scoring each element. There should be no difficulty in following directions accurately.

Realizing that a quantitative score fails to give the whole picture in regard to a child, Miss Stutsman has made a schedule of personality traits which will enable an examiner to record personality observations made during the mental examination. Eleven traits are listed with opportunity to record five varying degrees of the amount of that trait present, namely; extreme, moderate, average, slightly lacking, markedly lacking. This attempt to understand something of the nature of the child's personality make-up should prove valuable for his future study and guidance.

Part IV is devoted to illustrative case studies. The importance of the diagnosis of a child's mental level in case of adoption is stressed. In practical application it seems that the importance of the test score is over-emphasized and children are classified as superior or mediocre with apparent ease and confidence. One cannot help pondering on the percentage of these diagnosis that will be borne out as time passes since at present relatively little is known about what constitutes superiority or what constitutes mediocrity.

A well selected bibliography at the close of the book will serve as a guide to students in this field. The entire book is an interesting contribution to the rapidly accumulating literature in the field of child study. Those who are especially interested in test construction and standardization will find this study helpful and stimulating.

LOUISE PUTZKE,
The University of Chicago.

A contribution from the Merrill-Palmer School.—The appearance of a volume* covering adequately such a variety of topics as The Philosophy of the Family, The Family and the Home as Backgrounds, Heredity in

Its Relation to Growth, Beginnings of Life, Pre-natal Care of the Mother, The Preparation of the Family for the Baby, Growth During Infancy, Early Childhood and Later Childhood, is most advantageous because of the earnest criticism from young women in our Liberal Arts College of the paucity of subject matter on this most important phase of their lives. Parenthood is the vocation which the majority of the youth of each generation is undertaking with no understanding of its duties, privileges or underlying principles which spell success. Such a volume will be invaluable as a text for use in all educational institutions for young men as well as young women.

There is one extremely necessary phase of child development which the authors have not stressed in the present volume, and that is the mental or intellectual growth of children from birth through infancy and early and later childhood. Some of the studies of identical twins cited show the influence of environment upon the mental development of the children. If this idea had been developed giving methods as clearly defined as have been those given on the physical growth it would have added ten-fold to the author's contribution. A study of child-growth should include the all-sided development of the child if we are to better humanity through eugenics. The perfectly healthy individual with meagre intellectual stimuli may become a menace to society. Parents' duties are not ended when they plan for the physical health of their children. A second volume to accompany the present volume is very much needed for courses in parental education in our undergraduate institutions.

HELEN COE CLOWES,
*Western Reserve University,
Cleveland, Ohio.*

California contributes valuable curriculum materials and teaching procedures.—As a result, in part, of many facts revealed by the California Curriculum Study made in 1929 the state, two years later, enacted a law creating a state curriculum commission "to study problems of courses of study in the schools of the state and to recommend the adoption of minimum standards for courses of study in the kindergarten, elementary, and secondary schools, and to recommend for adoption textbooks for use in the elementary schools" (p.

*Winifred Rand, Mary E. Sweeney, E. Lee Vincent. *Growth and Development of the Young Child.* Philadelphia: W. B. Saunders Company, 1930. Pp. 394.

XVII). Almost immediately the commission appointed two committees, representing respectively the northern and southern parts of the state, to develop a basic course in reading as the necessary prerequisite to the selection of reading texts. It was soon evident to these committees that they could not work out a satisfactory course of study in reading as an isolated subject. "Their investigations revealed the insistent need for a statement of principles, objectives and standards which should integrate all subjects about those vital experiences which make for the fullest development of children" (p. XVII). A recent publication* is the result of an effort to meet this need. Instead of a separate course of study in reading, the Curriculum Commission has produced what they refer to as "a venture in cooperative guidance." This project is really that. It has been contributed to by teachers, supervisors and administrators from all parts of the state and representing different educational situations.

The material of the book is presented in eight chapters. Dr. John A. Hockett of the University of California at Berkeley gives a clear and interesting introductory statement of the general point of view or educational philosophy underlying the procedures advocated. This is followed by a chapter in which Miss Frances Giddings of the University of California at Los Angeles discusses very effectively the essential features of an activity program.

The contributions from the teachers in the field are found in Chapter III. Here approximately three hundred pages, about half the volume, are given over to detailed descriptions of developmental activities which have been actually engaged in by children in the kindergarten and primary grades in the state. These descriptions have been selected from a much larger number of reports submitted. They are classified according to the interests which they represent—interests related to home life, to the world of nature, to the local community, to the production and distribution of food, to transportation and communication, to community life of earlier times, to community life of other modern peoples and to social experiences. These developmental activities for the most part rep-

resent material which one finds in some of the modern social studies curriculums for the primary grades. Anyone planning such a curriculum would find here many valuable suggestions as to content and methods of procedure.

Chapter IV discusses principles of organization underlying the daily schedule and includes several examples of schedules for the different grades and descriptive accounts of typical daily programs.

The recommendations concerning equipment and arrangement of classrooms found in Chapter V were contributed by a committee of three—Miss Julia Hahn, Miss Marion Barbour and Miss Helen Heffernan.

Chapter VI contains excellent practical suggestions for the improvement of classroom organization. The material on Standardized intelligence tests for young children was contributed by Dr. Elizabeth L. Woods.

A desirable program for Junior-Primary groups is offered in Chapter VII. These groups are made up of children who are "chronologically, physically and socially too old for the kindergarten but mentally too immature for the first grade program" (p. 469).

The final chapter devotes about one hundred pages to discussion of the teaching of reading in an activity program. Individuals were responsible for two of the sections in this chapter. "Suggestions for a Remedial Reading Program" was written by Mrs. Helen Keller and "Self-directed Practice Materials for the Primary Unit" by Miss Nell Hamilton.

Practically every chapter contains its own list of references and there is in addition a classified bibliography of some twenty pages of informational material for both children and teachers. The book is generously illustrated with photographs of children engaged in classroom activities of one sort or another or of the products of these activities.

Those who are familiar with the recent literature of kindergarten-primary education, including courses of study, will not find a great deal that is new in this guide. However, there is here offered in one volume a rich body of suggestive and helpful material, selected and organized by the Commission on the basis of accepted objectives, standards and procedures. The book will doubtless prove invaluable, therefore, to the teachers and supervisors of California. Very fortunately, for the rest of the country, a bulletin containing

*California Curriculum Commission. *Teachers' Guide to Child Development*. Sacramento: California State Department of Education, 1930. Pp. XXVI + 658.

most of the material of Chapters II, III and IV of the California edition, and bearing the same title, has been published by the U. S. Department of the Interior and may be purchased from the Superintendent of Documents, Washington, D. C., for thirty-five cents. The complete edition should be secured by all school libraries. ALICE TEMPLE.

A book for children dealing with life on a plantation.—A recent book* for boys and girls dealing with American life is one which pictures the everyday happenings of a typical southern plantation after the Civil War.

The heroine of the book is Sally, who went 'possum hunting with her boy cousins from neighboring plantations, played Indians and cowboy, and took her turn picking cotton in the hot sun with the darkies, and even drove the gin mules. All these adventures took place at White Plains in the south where Sally and her younger brother, Van, went to visit their uncle and aunt. The story itself, which has plot, interest and humor, portrays with vividness the busy, happy life of a plantation not long after the Civil War. The plantation darkies and episodes of mountain life are made very real; the descriptions of birds, flowers and seasons of the south convey much of the charm of that sunny land.

As a whole the book provides enough adventure and interest to satisfy a ten or twelve year old reader and therefore should be a contribution to a list of books for children of this age.

GRACE E. STORM,
The University of Chicago.

*Rose B. Knox, *The Boys and Sally*. New York: Doubleday, Doran and Company, Inc., 1930. Pp. 276. \$2.00.

A fanciful picture and story book about the coming of spring.—A most charming book* which stimulates imaginative play through its attractively colored and intriguing pictures, and the accompanying story is found in "When the Root Children Wake Up." The idea of such interesting, "homey" activities going on under ground in the early spring as the sewing on spring-flower gowns, the polishing or repainting of beetle shells, the brushing of furry bodies of insects—all done by the light of fireflies and under the careful supervision of a kindly Mother Earth—is enough to tickle the fancies of all children who are experienced enough to know that *this is not what is taking place underground* but who like to play with such ideas.

While the book in size and general appearance would indicate that it belongs in the kindergarten, the content makes it far more appropriate for somewhat older children. The story is told in simple enough language for children of about second grade to read for themselves.

The title of the book suggests nature material, but it should never be used in connection with nature study teaching. It is not an explanation of scientific facts; it is a fanciful tale and should only be used with children who so regard it.

OLGA ADAMS,
University of Chicago.

*Sibylle V. Olfers and Helen Dean Fish. *When the Root Children Wake Up*. New York: Frederick A. Stokes Company, 1930.

BOAT INTEREST

(Continued from page 359)

It proved the value and worthwhileness of an activity that was simple, had many related activities and which gave the children a free spontaneous and joyous type of development wholly within their interest and experience.

Bibliography:

A. For the teacher.

For suggestions and similar projects:

1. Record Summary of boat interest carried on at Play School, University of California, at Berkeley, 1927, where teacher was assistant.
2. Course of Study—Kalamazoo, Michigan.
3. Childhood Education, Vol. VI. No. 4 and 6.
4. Steamship folders.

For Stories and Poems:

1. Here and Now—Lucy Sprague Mitchell.

2. Collection of Poems—Stevenson, R. L.
3. Poems—Christina Rossetti.
4. I Go A Traveling—James Toppitt.
5. East O' The Sun.
West O' The Sun.
6. Stories for Children—Sara C. Bryant.
7. For the Story Teller—Sara C. Bryant.

For Songs and Rhythm:

1. Hollis Dann Book I.
2. Songs for Children—Kolsaat and Baker.
3. Songs of Childhood—Giddings Thaddeus.
4. Old Home Tunes—any edition with—Sailing, Sailing; Row, Row, Row; My Bonnie Lies Over the Ocean; A Sailor's Life.
5. Manuscript for Songs and Sailor Dance.

B. For the Children.

Picture Books:

1. Air and Water.
2. My Book of Ships.
3. By the Sea Shore.
4. Pamphlets of Sea Travel.
5. I Go A Traveling.

AMONG THE MAGAZINES

Editor, ELLA RUTH BOYCE

SCIENCE EDUCATION in its November issue prints an article on The Measurement of Nature Study in the Primary Grades in the Detroit Public Schools by Manley E. Irwin, Assistant Director of Curriculum Research. It is natural that such a study should be made in this city, for as the writer tells us, educational tests are an integral part of its instructional program. He explains that a test to be valuable must be three-fold, assisting "the pupil in his appraisal of himself;" the teacher, "in her appraisal of the pupil's work;" and finally the supervisor, "in her appraisal of the work of the pupils, the teacher, and herself and her own course of study." The genesis of this particular test is then given, the test itself, with explanations and then a number of tables showing results obtained by its use. There are some further statements of general interest. "The test does not attempt to measure directly the child's appreciation of nature nor his attitude toward nature. It does not attempt to measure the impulses of unnecessary fear in the pupil nor his desire to kill. It does attempt to measure his recognition of pictures of mammals, birds, insects, trees and the like, and his ability to answer some questions about natural phenomena." This very fact will serve to reconvince some doubters of the importance of tests, since it reaffirms what is so often stated, that they frequently neglect or ignore the most important things.

The New Era in Home and School prints in its January number, an article by Edward A. Bott of the Psychological Laboratory of the University of Toronto on Aims and Methods in Child Development which contains some interesting suggestions. He writes first of the present confusion which is to be found in this field, and of the growing separation which exists between research and teaching. He believes that an inter-play of research and

practice will be fruitful and will lead to a better point of view with emphasis on the whole individual as the basic unit. His answer to the question which he puts, "What, after all, is research?" is worth quoting. "Is it not the study of situations, simple or complex, in order to tease out some of the main factors involved, ignore others, observe and record and experiment with these key factors until we are able, at least to our own satisfaction, to know the *how* of the situation and perhaps to control it?" He says, further, "My conclusion is that the aim of child research should be to instill the spirit of research into the practice of every person who has to deal with children." And he warns us, "Lastly, let us not overdo the young child. He is much in the limelight at present, but after all, we are studying not the child, but the child as a developing person. What we require from child study is a contribution towards a more adequate genetic picture of individual development through all its stages."

This same journal conducts a page of answers to Questions from Parents and Teachers which is valuable.

The Journal of Educational Psychology reports in its December issue two Story Completion Tests by Grace H. Kent and E. Frances Wells. The article describes the purpose of the tests, the method of standardization and gives an evaluation of results. It says, "The chief purpose of these tests is to offer the subject an opportunity to produce a logically coherent story." After a description of their use, the following summary is given: "Two simple and well-known fables have been arranged for use as story completion tests. In each test approximately forty words were deleted, each being represented by a blank space. The subject is expected to fill in the words required to complete the story." It also states

they have been found discriminative from ten to fourteen years.

This same journal has an article called *Circumstantiality as a Factor in Guessing on True-False Examinations* by Ina Hill Brinkmeier and Noel Key in whose conclusions we may be interested. There is a detailed discussion of this question ending with these suggestions, among others. "Guesswork is so universal and habitual in connection with the answering of true-false examinations that high school and university students alike are unable to distinguish which of their answers are founded upon actual information and which are merely impressions gathered from the general nature and appearance of the statements." And again, "It follows that in addition to being careful in the use of cue words and phrases which act as 'specific determiners' of pupils' responses, test-makers will do well to scrutinize their true statements to make sure that these are not such as to be self-evident, merely by reason of their circumstantiality."

In this same journal James E. Mendenhall of the Lincoln School writes on *The Characteristics of Spelling Errors*. He says "In the present article an attempt has been made to contribute additional information to our knowledge of the nature of spelling errors. This information may have some important implications for the problem of teaching spelling." He then quotes Dr. Horn to the effect that "Relatively few words have a type of error which includes as much as fifty per cent of the misspellings of pupils attempting those words. For most words, the percentage of the most frequent type of error to the total misspellings is very small." This is followed by a description of the writer's activities on this point—a study of 184 words administered to 100 pupils in Grade III and a sample of 92 words given to 100 pupils in Grade IV, with his conclusions. We quote them in part, "The most frequent error for a word characterizes fifty per cent of the misspellings for that word. This per cent is high enough to warrant special consideration." And again, "In general, the letters occurring most frequently are most often in error. More over, some letters 'e', 'a', 'i', and 'u' are associated with error much more frequently than their occurrence warrants."

The SCHOOL EXECUTIVES MAGAZINE

for January has an article by W. C. McGinnis on *The Standard Elementary Classroom*. The writer states the purposes of his article to be "to call attention to the weight of evidence in favor of large classes; to call attention to inconsistencies between the findings regarding size of classes and accepted practice regarding size of classrooms; to question the validity of standardized tests as now used, to determine the effects of class size on desirable educational outcomes; and to suggest the need of further study regarding the effect of class size on pupil accomplishment." He gives the figures, obtained by questionnaire method, of the best sizes for classes, in the opinions of teachers and superintendents. Next he lists the numerous studies which have been made of the effect of class size on achievement with the conclusions reached that "size of class had no evident effect upon educational achievement or per cent of promotion. Size of class had no effect on the physical efficiency of teachers." He recognizes that the problem of increasing school costs can best be met by increase in the size of classes if these conclusions are valid. But he says, "On account of the many elements of educational achievement that they (standard tests) do not measure the conclusions drawn from studies of the effect of class size upon pupil achievement are questionable." He further comments, "The use of standard tests has resulted in much improvement in curriculum adjustments and in methods of teaching, but the widespread use of standard test has probably led school people to overlook the fact that there are up to the present time no standard tests for measuring the effect of the size of class upon such elements of educational achievement as associative and concomitant learning, individual initiative, and social attitudes." Modern Education in its December issue has an article by Arthur I. Gates, of Teachers College, Columbia University, called *An Intrinsic Method of Developing Independent Ability in Word Recognition in Reading*. The article presents first a discussion of the deficiencies of the conventional phonetic method, showing its "various defects and limitations," not as he tells us to present it as "futile," but to show the "need of developing better methods of securing skill in working recognition, pronunciation, and meaning of unfamiliar words." Three types of activities which recent investigations have shown are admirably fitted

to develop desirable phonetic skills are discussed at some length. In brief, they are "first, experiences with poems, verse, and other materials that rhyme; second, a word-picture dictionary; third, is an experience in full-fledged reading." The article gives practical examples which should make it helpful and stimulating to teachers of reading.

The same magazine has an article by Dorothy Kay Cadwallader, called *The American Cousins Visit Holland*. This is a practical description of a unit of work in a third grade with illustrations and suggestive details.

The interest in child study is surely indicated in the many serious articles on this topic now being published in popular magazines, particularly those which are recognized as home magazines. In the February number of *McCall's*, Dr. Arnold Gesell asks and answers the question, "Is He A Problem?" The editor tells us in an introductory note that this article "points out the difference between

a curable fault and a more permanent disability, and suggests the best method for handling both." While the article is written especially for parents and deals to a large extent with the parent-child relationship, its conclusions are equally valuable for teachers whose relationship has much the same character. He tells us that "Every child is in a sense a problem child" for even a normal child must "preserve his normality and bring it to complete expression." He gives us this most significant statement: "All child problems bear some relation to growth and they should be looked at rather from the point of growth than of right and wrong." And again, "The general behaviour of a child depends upon the following factors: (a) his physical well being; (b) his sense organs and muscular system; (c) his intelligence; (d) his speech; and (e) his social relations and emotional control."

HOTELS

(Continued from page 376)

Hollenden Hotel—convenient to Public Auditorium.
Single room—\$3.00, \$4.00, \$5.00.
Room with Double Bed—\$5.00, \$6.00, \$7.00, \$8.00.
Room with Twin Beds—\$7.00, \$8.00, \$9.00, \$10.00.
Four in a room (individual beds) \$2.00 per person.
For personal attention—write Mr. H. A. Parker.

Allerton House—Chester at East 13th Street—
Frances M. Goff—Asst. Manager.
Single room with running water—\$1.50 per day.
Single room with bath—\$2.50 to \$3.00 per day.
Double room with running water—\$3.00 per day.
Double room with private bath—\$4.00 per day.

Hotel Auditorium—East Sixth Street at Clair Ave.
W. H. Byron, Mgr.
Single rooms—2.00, \$2.50, \$3.00.
Double rooms—\$3.50, \$4.00, \$4.50, \$5.00.

Hotel Statler—Euclid Avenue at East 12th Street.
Single room—\$3.00, \$3.50, \$4.00, \$5.00.
Double room—\$4.50, \$8.00.

Hotel Winton—Prospect and East 9th Street, R.
K. Christenberry, Business Mgr.
Single rooms with bath—\$2.50, \$3.00, \$3.50, \$4.00, \$5.00.
Double rooms with bath—\$4.00, \$4.50, \$5.00, \$6.00, \$7.00.

Persons desiring the more quiet residential districts will find pleasant accommodations at the Wade Park Manor, Park Lane Villa, The Alcazar and Bolton Square Hotel.

All reservations should be made directly with the hotel management.

CONVENTION NOTICE

In case of the death of a member of the Association for Childhood Education the following information is necessary:

1. Full name of member.
2. Date of death.
3. Professional position held
4. Years of service.
5. Brief personal sketch.

GRACE L. BROWN,
Chairman, Necrology Committee,
824 N. Pennsylvania Street,
Indianapolis, Indiana.

RESEARCH ABSTRACTS

Editor, ELIZABETH MOORE MANWELL

A Study of the Distribution of the Time Given by the Teachers to Nursery School and Kindergarten Children.—In a recent study,¹ Dr Foster presents data which analyze the time spent by the teacher with children of nursery school and kindergarten age. Each teacher in a nursery school group was observed for five full days and the time she gave to each child was recorded in seconds. The contacts were classed in two groups, namely, those that were initiated by the teacher and those that were sought by the child. Each of these groups of data were again subdivided according to the headings:

Physical care and habit training
Play
Social and emotional
Conversation

Under these headings specific activities were listed and the data are summarized according to the specific and the general classifications.

It was found that the greatest percentage of time of the teacher was spent in conversation with the children and the next most time-consuming activity came at the nap period. Of the time given to the children at luncheon most was given to the younger children. It was found that free play indoors took more attention from the teacher than free play out of doors, and that while the amount of time required of the teacher fell off with the advancing age of the child, this falling off was more marked for the indoor play than for the outdoor.

It was found that with teacher initiated contacts the teacher went to the older children (the three and four year olds) with help and suggestions less frequently or for shorter periods than she went to the younger children.

This held true whether the children's age was considered according to their mental or their chronological maturity. On the other hand, for child-initiated contacts, there were positive correlations of time given by the teachers with the advancing age of the child. The author concludes that as the children grew older they more frequently went to the teacher to express their needs and desires.

From the reports of these teachers as to the reasons why they frequently paid attention to individual children it appeared that there were three types among these nursery school children who took more than the average amount of time from the teacher.

1. The defiant, disobedient, or negativistic child.
2. The very talkative child.
3. The child who exhibited some special problem as thumb sucking or many food dislikes.

Similar observations were made of the kindergarten group of children whose average age was five years and three months. Here it was found that the younger children took more time from the teacher whether the contact was initiated by the teacher or the child. It was also found that the boys took more time from the teacher than the girls.

When the figures of the nursery school group were compared with those of the kindergarten group, it was found that a somewhat greater percentage of the nursery school teacher's time was taken up with attending to individual children.

While the number of children and of teachers in this study is too few to draw any general conclusions which pertain without question to other preschool groups, it is clear that this investigation points out a significant need in preschool education. Those responsible for the enrollment in nursery school are

¹Foster, Josephine C.—"Distribution of the Teacher's Time among Children in the Nursery School and Kindergarten." *J. of Educ. Research*, 1930, 22, 172-183.

by no means sure of the best number of children to put in a single group. We do not know at present, with scientific certainty, whether, for example, twenty-five children in a group with three teachers is better than fifteen children with two teachers. We do not know how many teachers are needed in a two year old group as compared with a three year old group, nor do we know the optimum size for a kindergarten group. The fact that, generally speaking, it has been found that nursery school groups have a distinctly higher average number of teachers indicates the general belief that young children need more supervision, but whether kindergarten children need as much and do not get it because of financial or other reasons is an open question.

We need many more such studies as Dr. Foster's, which will take up various phases of the problem as a whole. In the enthusiasm which there is at present for the opening of preschool groups throughout the country it is essential that we have more scientific data on adequate staffs to care for these children who are taken from their homes at so young an age.

The Effect of Diet Upon the Children's Health.—The second volume of Child Development Monographs of Columbia University is a study of *The Relation of Diet to Health and Growth of Children in Institutions*.² This volume, following as it does the first volume on the social behavior of young children, gives indication of the fact that our leading institutions for child study are considering the child as a whole and are not devoting their energies exclusively to any one phase of his development.

This study presents an analysis of four different institutions or orphanages caring for children of all ages. An analysis is made of typical menus with reference to the kind of food eaten by each child and to the amount of food in relation to each child's bodily needs at his given age. Included in the study are also data on the children's weight and height, and in certain cases on special kinds of physical examinations.

²Rose, Mary Schwartz, and Gray, Cora E.—"The Relation of Diet to Health and Growth of Children in Institutions; with a Method of Evaluating Diets and a Three-Weeks Dietary Conforming to the Standards Proposed." New York: Columbia University Child Development Monographs, Monograph No. 2, 1930. Pp. viii + 128.

The specific findings of this study would be of interest to nutritionists or dietitians who are responsible for planning food for children. However, the general findings may be properly the concern of all those who are interested in the welfare of young children. Such general findings include the following:

1. When the children were graded according to gains in both height and weight, there were fewest children graded as making "poor" progress in the one institution where the diet was on the whole liberal in quantity and excellent in quality.
2. There were found to be more children of short stature in the two institutions which had the poorest dietaries, and there was a higher proportion of children passing from one stature group to the next taller group in the case of the two institutions having the better dietaries.

The authors recommend, as a result of this study, that dietaries of child-caring institutions be checked against the standard proposed for dietaries of moderate cost and also as to the adequacy of the total calories needed by growing children of various ages. They recommend that the menu be studied to see whether foods are well distributed over the day and week, whether the suppers are liberal as well as dinners, and whether there has been resourcefulness in food selection.

In addition to the data presented, a method is given of evaluating dietaries and also a three weeks' dietary which conforms to the standards proposed. This study was one of an increasingly large number indicating the direct effect upon the health and growth of children of what they eat. It is clear that the planning of diets for children is of vital importance and that a trained dietitian is needed upon any staff which includes in its care of young children the serving of any meal.

What Behavior Is Inherited?—A monograph³ has just come from the Graduate School of Ohio State University which will be of interest to all students of child psychology, and which cannot fail to modify certain beliefs which have been recently widely accepted.

³Pratt, Karl Chapman; Nelson, Amalie Kraushaar, and Sun, Kuo Hua.—"The Behavior of the Newborn Infant." Columbus, Ohio, Ohio State University Studies, Graduate School Series, Contributions in Psychology, Number 10, 1930. Pp. xiii + 237.

Twenty years ago our textbooks in psychology stated that man is born with a very great number of specific instincts which he either shows at birth or develops later as occasion arises. There were, for example, the instinct of jealousy, the instinct of sympathy, the instinct of collecting things, and many others. So far was current thought committed to belief in the inheritance of special characteristics and personality trends that it was even believed quite generally that most delinquents belonged to a so-called criminal type, having inherited their tendencies from criminalistic forbears.

As a wholesome check on this rather smug acceptance of behavior as unmodifiable and inevitable, came the investigations of Watson and his co-workers. These psychologists considered it safer to make conclusions as to what behavior is learned and what unlearned from actual observations of young children, rather than from theory alone. Having made some investigations, they published conclusions which were in striking contrast to beliefs at that time current. There are only three innate emotions, they said,—these are fear, rage, and love. All others are learned from experience. Since these were the first and only studies available at that time (about ten years ago) on psychological aspects of groups of newborn infants, the findings became widely accepted. Their analyses of certain causes for these emotions were also accepted, and there is today hardly a treatise on child development which does not state as final that all infants show innate fear at hearing of loud noises or at the withdrawal of bodily support.

However, in so vast a field as the behavior of infants, the work of a few early investigators, valuable as their contribution has been, could not do more than touch a very small part of the problems they opened up. So, although for nearly ten years we have been, in general, content to let infant behavior remain unexplored by few others than Dr. Watson, it is clear that new work, both intensive and extensive, is greatly needed. This recent study of Pratt, Nelson and Sun is, we hope, representative of much material to come which is greatly needed.

These investigators studied the behavior of large groups of newborn infants during their first two weeks of life. The infants were observed while in an experimental cabinet, with conditions rigorously controlled for heat, hu-

midity, light, sound, and other possible stimuli. The movements of the children were recorded by means of a stabilimeter, a light fiber frame mounted on roller bearings and held in a neutral position by four springs. When the infant moved the platform shook and these motions were transmitted by strings and levers to two record-pens. The experimental session for observation of the child was divided into two periods—the control period and the experimental period. During the control period no stimulus was presented, the baby was merely observed to see his natural behavior while lying quietly; the experimental period began when the stimulus was presented. The stimuli which were presented were, in turn:

1. light
2. sound
3. taste
4. smell
5. temperature
6. holding nose; holding arms
7. stimulations of the plantar reflex; the sucking reflex

Very careful observations were taken in recording of the behavior observed, and every precaution taken not to disturb the infant in handling him.

The results obtained in these studies are too numerous to give here in detail, but some of the general conclusions may be given. During the control period many kinds of behavior were observed which could not be ascribed to any specific external stimulus, since none was given at this time. When it is found, for example, that "the given reactions occur about as frequently without any external stimulus (as when the stimulus is applied), and that this seems to be merely a day in which 'fanning of the toes' is occurring a great deal, one loses some of his assurance as to the specificity of this stimulus-response category." The authors, therefore, warn against attaching any significance to an infant's behavior after a stimulus is given if one can see the same behavior during a period when no such stimulus is given.

When light stimulation was given to infants it was found to release not only reactions of the eyes, but also movements of many other parts of the body. The authors consider that this may indicate that the sensory elements at birth are diffusely connected with many other motor elements.

To fifty-nine infants 461 tests for sound reaction were given. The children reacted to forty-six per cent of the stimulations, and to two per cent they showed "pacifying reactions." The infant reactions to sound were only *partially* determined by the loudness of the stimuli as measured by adult reactions.

When three factors of response to sound stimuli (movement reactions, specificity of reactions, and amount of movement) were analyzed it was shown that each type of sound stimulation had a stimulating effect of its own, but the variety and difference in force of these reactions were not very specific.

Holding the arms was tried with sixty-six infants. To fifty-eight per cent of these stimulations the infants remained passive; in twenty-six per cent a short period of activity gave place to inactivity, and in thirteen per cent there were signs of activity. "The results agree with those of the Shermans in that no 'defense or rage' reactions were found in any considerable number of cases.

"The effect that seems most pronounced in our own investigations is that any stimulus may release any reaction it seems certain that such well coordinated reactions as those implied by the terms love, rage, and fear do not exist at this early age." The authors also point out that while in the human infant the inherited component is not any weaker than in the young of any other species, this inheritance component does seem to be more varied in the human young and that they, therefore, have found it impossible to isolate the inherited factors in even so simple a sensory-motor mechanism as that of sucking. Sucking, for example, one of the most uniform inherited reactions, is found to occur with all forms of stimulation and is accompanied by many other reactions.

So large a part does environment play in determining adult behavior patterns that a vast amount of research is necessary before we have any adequate understanding of the factors involved in the formation of any single kind of pattern.

THIRD ANNUAL INSTITUTE OF PROGRESSIVE EDUCATION

SYRACUSE UNIVERSITY, SYRACUSE, NEW YORK.

JULY 6 TO AUGUST 14

The Progressive Education Association will conduct its Third Annual Institute of Progressive Education under the auspices of Syracuse University, offering a wide range of courses and outstanding instructors.

DEMONSTRATION SCHOOL

Plans have been made for a Demonstration School utilizing progressive education methods, with the coöperation of the Syracuse public schools. Classes at all levels will be arranged. *The Primary School* will be directed by Dr. Ruth Andrus, Expert in Childhood Education of the New York State Department of Education. *The Secondary School* will be directed by Burton P. Fowler, Head Master of the Tower Hill School, Wilmington, Delaware, and President of the Progressive Education Association.

THE COURSES

The Case Method of Studying Child Development—Dr. Andrus.
 The Methods and Materials of Primary Education—Dr. Andrus.
 The Methods and Materials of the Fourth, Fifth, and Sixth Grades—Dr. Adelaide M. Ayer, Director of Training, State Teachers' College, Milwaukee, Wisconsin.
 The Principles and Practices of Modern Education—Dr. Ayer.
 The Methods and Materials of Secondary Education—Mr. Fowler.
 The Personality Adjustment of School Children—Mrs. Georgia Clarke Matthaei, Psychologist of the Bronxville, N. Y., Public Schools.
 Diagnostic Work in Reading, Spelling, and Arithmetic—Mrs. Matthaei.
 Industrial Arts as a Curricular Tool, a Laboratory Course—to be selected.

GENERAL INFORMATION

All of the above courses carry college credits.
 All students of the Institute will reside in one dormitory.
 There will be a Weekly Forum of distinguished lecturers.
 Numerous other lectures, concerts, and plays will be given.
 Syracuse University offers an exceptional climate, out-of-door sports and trips to places of interest.
 The fees for the courses, and for room and board are inexpensive.

For registration blank, application for room and board, copies of the Institute bulletin, and all information, write direct to Dr. Harry S. Ganders, Dean of the Teachers' College, Syracuse University, Syracuse, New York.

in
us
as
nd
he
an
ny
es,
be
at
to
ole
ek-
ost
ur
m-

in
a
ore
the
ny

N

sive
nd-

with
ary
tate
ster
ion.

ector

the

st.

t all
iver-